

Utah's Division of Child and Family Services

Western Region Report

Qualitative Case Review Findings

Review Conducted October 21-25, 2002

*A Joint Report by
The Child Welfare Policy and Practice Group
and
The Office of Services Review, Department of Human Services*

April 10, 2003

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Western Region Report

Qualitative Case Review Findings Review Conducted October 21-25, 2002

I. Introduction

The Division of Child and Family Services (the Division) completed a comprehensive plan for the delivery of services to families and children in May 1999, entitled The Performance Milestone Plan (the Plan) pursuant to an order issued by United States District Court Judge Tena Campbell. On October 18, 1999, Judge Campbell issued an order directing the Division as follows:

- The Plan shall be implemented.
- The Child Welfare Policy and Practice Group (the Child Welfare Group) shall remain as monitor of the Division's implementation of the Plan.

The Plan provides for four monitoring processes. Those four processes are: a review of a sample of Division case records for compliance with case process requirements, a review of the achievement of action steps identified in the Plan, a review of outcome indicator trends, and, specific to the subject of this report, a review of the quality of actual case practice. The review of case practice assesses the performance of the Division's regions in achieving practice consistent with the practice principles and practice standards expressed in the Plan, as measured by the Qualitative Case Review (QCR) process.

The Plan provides for the QCR process to be employed as one method of assessing frontline practice for purposes of demonstrating performance sufficient for exit from the David C. Settlement Agreement and court jurisdiction. Related to exit from qualitative practice provisions, the Division must achieve the following in each region in two consecutive reviews:

- 85% of cases attain an acceptable score on the child and family status scale.
- 85% of cases attain an acceptable score on the system performance scale, with core domains attaining at least a rating of 70%.

The Plan anticipates that reports on the Division's performance, where possible, will be issued jointly by the Child Welfare Group and the Division, consistent with the intent of the monitor and the Division to make the monitoring process organic to the agency's self-evaluation and improvement efforts.

II. Practice Principles and Standards

In developing the Plan, the Division adopted a framework of practice, embodied in a set of practice principles and standards. The training, policies, and other system improvement

strategies addressed in the Plan, the outcome indicators to be tracked, the case process tasks to be reviewed, and the practice quality elements to be evaluated through the QCR process all reflect these practice principles and standards. They are listed below:

Protection	Development	Permanency
Cultural Responsiveness	Family Foundation	Partnerships
Organizational Competence	Treatment Professionals	

In addition to these principles or values, the Division has express standards of practice that serve both as expectations and as actions to be evaluated. The following introduction and list is quoted directly from the Plan.

Though they are necessary to give appropriate direction and to instill significance in the daily tasks of child welfare staff, practice principles cannot stand alone. In addition to practice principles, the organization has to provide for discrete actions that flow from the principles. The following list of discrete actions, or practice standards, have been derived from national practice standards as compiled by the CWPPG, and have been adapted to the performance expectations that have been developed by DCFS. These practice standards must be consistently performed for DCFS to meet the objectives of its mission and to put into action the above practice principles. These standards bring real-life situations to the practice principles and will be addressed in the Practice Model development and training.

- 1. Children who are neglected or abused have immediate and thorough assessments leading to decisive, quick remedies for the immediate circumstances, followed by long-range planning for permanency and well-being.*
- 2. Children and families are actively involved in identifying their strengths and needs and in matching services to identified needs.*
- 3. Service plans and services are based on an individualized service plan, using a family team (including the family, where possible and appropriate, and key support systems and providers), employing a comprehensive assessment of the child and family's needs, and attending to and utilizing the strengths of the child and his/her family strengths.*
- 4. Individualized plans include specific steps and services to reinforce identified strengths and meet the needs of the family. Plans should specify steps to be taken by each member of the team, time frames for accomplishment of goals, and concrete actions for monitoring the progress of the child and family.*
- 5. Service planning and implementation are built on a comprehensive array of services designed to permit children and families to achieve the goals of safety, permanence and well-being.*
- 6. Children and families receive individualized services matched to their strengths and needs and, where required, services should be created to respond to those needs.*

7. *Critical decisions about children and families, such as service plan development and modification, removal, placement and permanency, are, whenever possible, to be made by a team including the child and his/her family, the family's informal helping systems, foster parents, and formal agency stakeholders*
8. *Services provided to children and families respect their cultural, ethnic, and religious heritage.*
9. *Services are provided in the home and neighborhood-based settings that are most appropriate for the child and family's needs.*
10. *Services are provided in the least restrictive, most normalized settings appropriate for the child and family's needs.*
11. *Siblings are to be placed together. When this is not possible or appropriate, siblings should have frequent opportunities for visits.*
12. *Children are placed in close proximity to their family and have frequent opportunities for visits.*
13. *Children in placement are provided with the support needed to permit them to achieve their educational and vocational potential with the goal of becoming self-sufficient adults.*
14. *Children receive adequate, timely medical and mental health care that is responsive to their needs.*
15. *Services are provided by competent staff and providers who are adequately trained and who have workloads at a level that permit practice consistent with these principles.*

III. The Qualitative Case Review Process

Historically, most efforts at evaluating and monitoring human services, such as child welfare, made extensive, if not exclusive, use of methods adapted from business and finance. Virtually all of the measurements were quantitative and involved auditing processes: counting activities, checking records, and determining if deadlines were met. Historically, this was the approach during the first four years of compliance monitoring in the David C. Settlement Agreement. While the case process record review does provide meaningful information about accomplishment of tasks, it is at best incomplete in providing information that permits meaningful practice improvement.

Over the past decade there has been a significant shift away from exclusive reliance on quantitative process oriented audits and toward increasing inclusion of qualitative approaches to evaluation and monitoring. A focus on quality assurance and continuous quality improvement has begun to find increasing favor, not only in business and in industry, but also in health care and human services.

The reason for the rapid ascent of the “quality movement” is simple: it not only can identify problems, it can help solve them. For example, a qualitative review may not only identify a deficiency in service plans, but may also point to why the deficiency exists and what can be done to improve the plans. By focusing on the critical outcomes and the essential system performance to achieve those outcomes, attention begins to shift to questions that provide richer, more useful information. This is especially helpful when developing priorities for practice improvement efforts. Some examples of the two approaches may be helpful:

AUDIT FOCUS:

“Is there a current service plan in the file?”

QUALITATIVE FOCUS:

“Is the service plan relevant to the needs and goals, and coherent in the selection and assembly of strategies, supports, services, and timelines offered?”

AUDIT FOCUS:

“Was the permanency goal presented to the court at the dispositional hearing?”

QUALITATIVE FOCUS:

“To what degree are the implementation of services and results of the child and family service plan routinely monitored, evaluated, and modified to create a self-correcting and effective service process?”

The QCR process is based on the Service Testing™ model developed by Human System and Outcomes, Inc., which evolved from collaborative work with the State of Alabama, designed to monitor the R. C. Consent Decree. The Service Testing™ model has been specifically adapted for use in implementing the Plan by the Division and by the court monitor, the Child Welfare Group, based on the Child Welfare Group’s experience in supporting improvements in child welfare outcomes in 11 states. Service Testing™ represents the current state of the art in evaluating and monitoring human services, such as child welfare. It is meant to be used in concert with other sources of information, such as record reviews and interviews with staff, community stakeholders, and providers.

The Utah QCR process made use of a case review protocol adapted for use in Utah from protocols used in 11 other states. The protocol is not a traditional measurement designed with specific psychometric properties. The QCR protocol guides a series of structured interviews with key sources such as children, parents, teachers, foster parents, Mental Health providers, caseworkers, and others to support professional appraisals in two broad domains: Child and Family Status and System Performance. The appraisal of the professional reviewer examining each case is translated to a judgment of acceptability for each category of functioning and system performance reviewed using a six-point scale ranging from “Completely Unacceptable” to “Optimally Acceptable.” The judgment is quantified and combined with all other case scores to produce overall system scores.

The Utah QCR instrument assesses child and family status issues and system performance in the following discrete categories. Because some of these categories reflect the most important outcomes (Child and Family Status) and areas of system functioning (System Performance) that are most closely linked to critical outcomes, the scoring of the review involves differential weighting of categories. For example, the weight given permanence is higher than for caregiver functioning. Likewise, the weight given functional assessment is higher than the weight for successful transitions. These weights, applied when cases are scored, affect the overall score of each case. The weight for each category is reflected parenthetically next to each item.

<u>Child and Family Status</u>	<u>System Performance</u>
Child Safety (x3)	Child/Family Participation (x2)
Stability (x2)	Team/Coordination (x2)
Appropriateness of Placement (x2)	Functional Assessment (x3)
Prospects for Permanence (x3)	Long-Term View (x2)
Health/Physical Well-Being (x3)	Child and Family Planning (x3)
Emotional/Behavioral Well-Being (x3)	Plan Implementation (x2)
Learning Progress (x2)	Supports/Services (x2)
Caregiver Functioning (x2)	Successful Transitions (x1)
Family Functioning/Resourcefulness (x1)	Effective Results (x2)
Satisfaction (x1)	Tracking Adaptation (x3)
Overall Status	Caregiver Support (x1)
	Overall System Performance

The fundamental assumption of the Service Testing™ model is that each case is a unique and valid test of the system. This is true in the same sense that each person who needs medical attention is a unique and valid test of the health care system. It does not assume that each person needs the same medical care, or that the health care system will be equally successful with every patient. It simply means that every patient is important and that what happens to that individual patient matters. It is little consolation to that individual that the type of care they receive is usually successful. This point becomes most critical in child welfare when children are currently, or have recently been, at risk of serious harm. Nowhere in the child welfare system is the unique validity of individual cases clearer than the matter of child safety.

Service Testing™, by aggregating the systematically collected information on individual cases, provides both quantitative and qualitative results that reveal in rich detail what it is like to be a consumer of services and how the system is performing for children and families. The findings of the QCR will be presented in the form of aggregated information. These are brief summaries written at the conclusion of the set of interviews done for each case. They are provided only as illustrations to put a “human face” on issues of concern.

Methodology

Cases reviewed were randomly selected from the universe of the case categories of out-of-home, Protective Family Preservation (PFP) services, Protective Services Supervision (PSS), and Protective Service Counseling (PSC) in the region. These randomly selected cases were then inserted into a simple matrix designed to ensure that critical facets of the Division population are represented with reasonable accuracy. These variables stratified the sample to insure that there

was a representative mix of cases of children in out-of-home care and in their own homes. For children in out-of-home care, the sample was further stratified to assure that children in a variety of settings (family foster care, group care, and therapeutic foster care) were selected. Cases were also distributed to permit each office in the region to be reviewed and to assure that no worker had more than one of his/her cases reviewed. An additional number of cases were selected to serve as replacement cases, which are a pool of cases used to substitute for cases that could not be reviewed because of worker or family circumstances (illness, lack of family consent, etc).

The sample thus assured that:

- Males and females were represented.
- Younger and older children were represented.
- Newer and older cases were represented.
- Larger and smaller offices were represented.

A total of 24 cases were selected for the review, and 24 cases were reviewed.

Reviewers

The Child Welfare Group qualitative reviewers included professionals with extensive experience in child welfare and child mental health. Most of the reviewers had experience in the Alabama child welfare reform, as well as other reform and practice improvement initiatives around the United States. The Child Welfare Group has employed the QCR process in 11 different states. Utah reviewers “shadowed” the Child Welfare Group reviewers as a part of the reviewer certification process. These reviewers, once certified, will become reviewers themselves and will participate in subsequent reviews.

Stakeholder Interviewers

As a compliment to the individual case reviews, the Child Welfare Group staff and Utah staff interviewed key local system leaders from other child and family serving agencies and organizations in the region about system issues, performance, assets, and barriers. These external perspectives provide a valuable source of perspective, insight, and feedback about the performance of Utah’s child welfare system. Their observations are briefly described in a separate section.

IV. System Strengths

In the course of the review, a number of system assets were observed in individual case practice. These are listed below.

- The use of teaming is clearly integrated in the practice, involving family members and community partners.
- There is enthusiasm for the use of child and family team meetings.
- The effective use of teaming had a positive impact on the case outcomes.
- Strong efforts seen to pull in informal and formal supports of the family.
- Great use of child and family team meetings to develop the functional assessment.
- Saw meetings, functional assessment, and plans linked together.
- Expectation for the completion of practice model training.

- Legal partners have very good working relationships with caseworkers and trust them.
- Exceptional foster parents, willing to build open relationships with parents. Also very good family resource consultants.
- Saw excellent engagement of the parents by caseworker, crossing cultural barriers and crossing “set views on parents.”
- Saw a real sense of urgency to achieve permanency quickly for a group of siblings. Also saw a strong commitment to maintain relationships between parents/family members and the children.
- Responsiveness of the school to the needs of children.
- Caseworkers going beyond regular expectations to support families and foster families and be available.
- Saw great mentors who were very invested in the child and family.
- Permanency: saw strong efforts to locate kinship placements.
- Broad array of services and supports, especially in home-based cases (except rural areas).
- Leadership has clearly contributed to the progress and workers feel supported.
- Contribution of the regional health team.

V. Characteristics of the Western Region

Trend Indicators for the Western Region

The Division provided current regional trend data and data comparative to the past fiscal year. The table for the Western Region, along with that of the other regions, is included in the Appendix.

VI. Stakeholder Observations

The results of the QCRs should be considered within a broader context of local interaction with community partners. Presented in this section is a summary of impressions and observations offered by the key stakeholders who were interviewed during the course of the review.

Stakeholder Interviews

- The region has a good relationship with partners.
- Paul Curtis is excellent in his role as region director.
- The increased use of family team conferencing is evident.
- The new statute mandating the use of warrants for removal has not been the problem that was anticipated.
- Turnover seems more under control.
- Seeing growing negative evidence of the budget cuts.
- The loss of FACT is significant.
- Cuts in mental health services are lengthening waiting lists.
- Need additional respite and homes for sexually reactive children.
- Therapists cannot bill for participation in family team meetings.
- There is budget pressure to keep children out of intensive settings.

- The Quality Improvement Committee would be more useful if it looked at case specific evidence, not just general issues.
- The review of CPS cases at intake is still needed, especially regarding sexual abuse.
- The county child population is growing, with the school system having to add one school per year.

Worker, Supervisor, and Region Director Interviews

- Staff like the practice model approach, as it has improved engagement and helped integrate the assessment into plans.
- Mentoring is improving.
- Support for the region's training team.
- The adoption team is working well.
- The use of family team conferencing is proving to be effective.
- Great support for Paul Curtis.
- The loss of FACT and LIC is sure to increase entries into foster care.
- Need transitional supports for youth exiting foster care.
- Caseloads are growing.
- Respite funding for foster parents is running out.
- Budget cuts eliminated funding for interns.
- Need more dollars in team budgets for flexible funds.
- Wait lists increasing.
- Don't like the computer push and click buttons for service plans, as it leads to "cookie cutter" plans.
- Federal budget cuts have cut substance abuse resources.
- Continuing education cuts impede professional development.
- Therapy contracts were impacted by the budget cuts.
- Difficult to complete the plan in 30 days with the need for family team meetings and extensive functional assessment.
- Need sexual offender services for girls.
- "What do you want in a new region director?" Support for the practice principles, someone who will maintain interaction with our families, an advocate for workers, and a social worker, not just an administrator.

VII. System Performance Analysis, Trends, and Practice Improvement Needs

The QCR findings are presented in graphic form to help quantify the observations of the qualitative assessment. Graphs show a comparison of scores for last year's review with the recent review. The graphs of the two broad domains of Child and Family Status and System Performance show the percent of cases in which the key indicators were judged to be "acceptable." A six-point rating scale is used to determine whether or not an indicator is judged to be acceptable. Reviewers scored each of the cases reviewed using these rating scales. The range of ratings is as follows:

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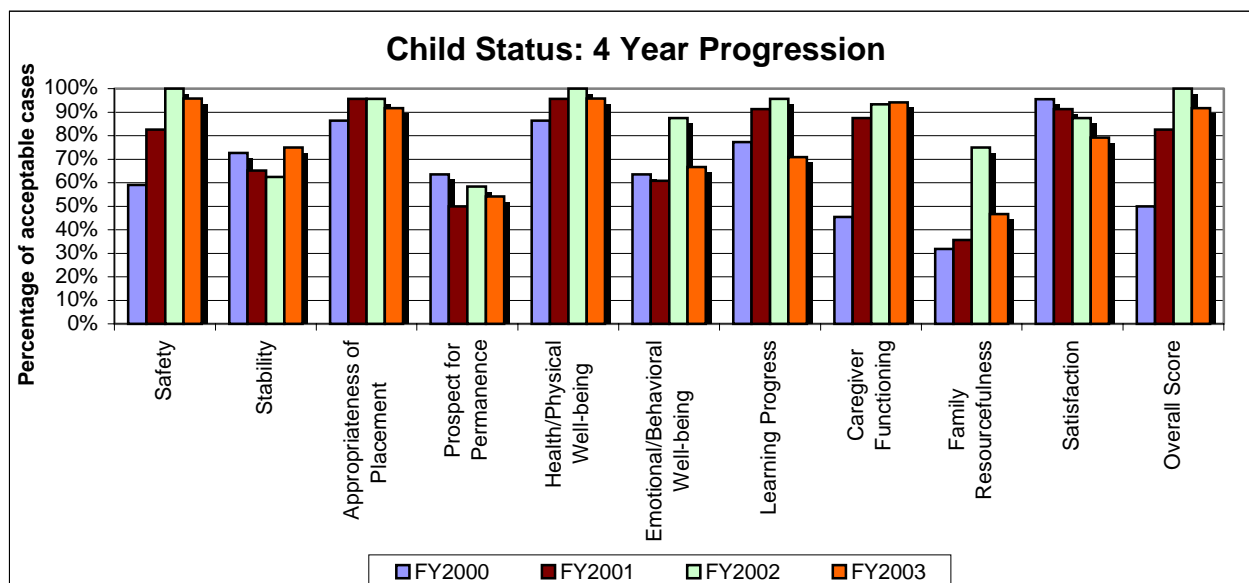
- 1 Completely Unacceptable
- 2 Substantially Unacceptable
- 3 Partially Unacceptable
- 4 Minimally Acceptable
- 5 Substantially Acceptable
- 6 Optimal Status/Performance

Child and Family Status as well as System Performance is evaluated using 11 key indicators. An overall, summative score is compiled for each. Scoring for the indicators relative to each of the two domains follow.

Child and Family Status Indicators

Overall Status

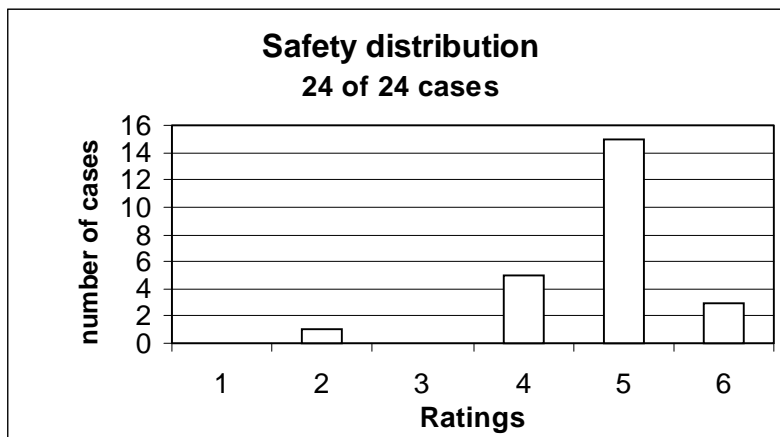
Western Child Status								
		# of cases			FY00	FY01	FY02	FY03
	# of cases	Needing			Baseline			Current
	Acceptable	Improvement	Exit Criteria 85% on overall score		Scores			Scores
Safety	23	1	<div><div></div></div> 86.8%	59.1%	82.6%	100.0%	95.8%	
Stability	18	6	<div><div></div></div> 75.0%	72.7%	65.2%	62.5%	75.0%	
Appropriateness of Placement	22	2	<div><div></div></div> 91.7%	86.4%	95.7%	95.7%	91.7%	
Prospect for Permanence	13	11	<div><div></div></div> 54.2%	63.6%	50.0%	58.3%	54.2%	
Health/Physical Well-being	23	1	<div><div></div></div> 86.8%	86.4%	95.7%	100.0%	95.8%	
Emotional/Behavioral Well-being	16	8	<div><div></div></div> 66.7%	63.6%	60.9%	87.5%	66.7%	
Learning Progress	17	7	<div><div></div></div> 70.8%	77.3%	91.3%	95.7%	70.8%	
Caregiver Functioning	16	1	<div><div></div></div> 94.1%	45.5%	87.5%	93.3%	94.1%	
Family Resourcefulness	7	8	<div><div></div></div> 46.7%	31.8%	35.7%	75.0%	46.7%	
Satisfaction	19	5	<div><div></div></div> 79.2%	95.5%	91.3%	87.5%	79.2%	
Overall Score	22	2	<div><div></div></div> 91.7%	50.0%	82.6%	100.0%	91.7%	
			<div><div></div></div> 0% 20% 40% 60% 80% 100%					



Safety

Summative Questions: Is the child safe from manageable risks of harm (caused by others or by the child) in his/her daily living, learning, working and recreational environments? Are others in the child's daily environments safe from the child? Is the child free from unreasonable intimidation and fears at home and school?

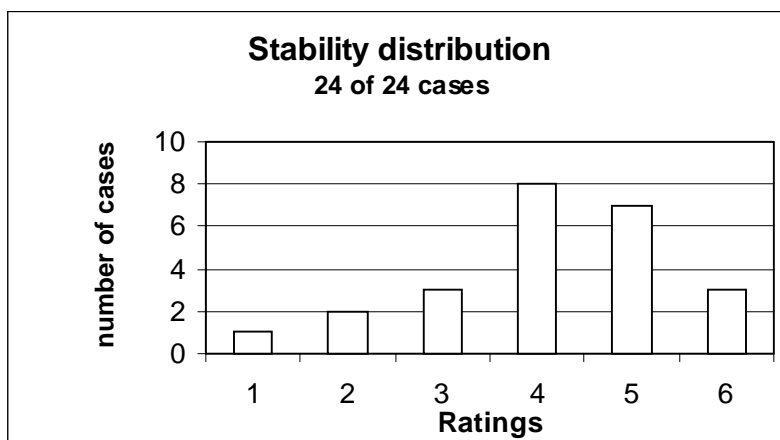
Findings: 96% of cases were within the acceptable range (4-6).



Stability

Summative Questions: Are the child's daily living and learning arrangements stable and free from risk of disruption? If not, are appropriate services being provided to achieve stability and reduce the probability of disruption?

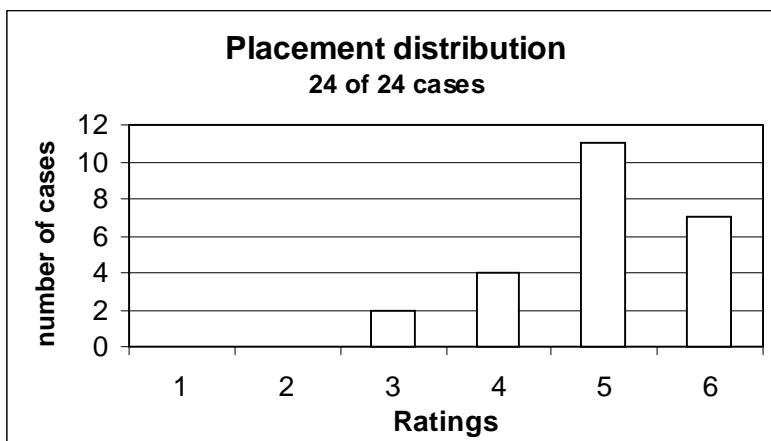
Findings: 75% of cases were in the acceptable range (4-6).



Appropriateness of Placement

Summative Questions: Is the child in the most appropriate placement consistent with the child's needs, age ability and peer group and consistent with the child's language and culture?

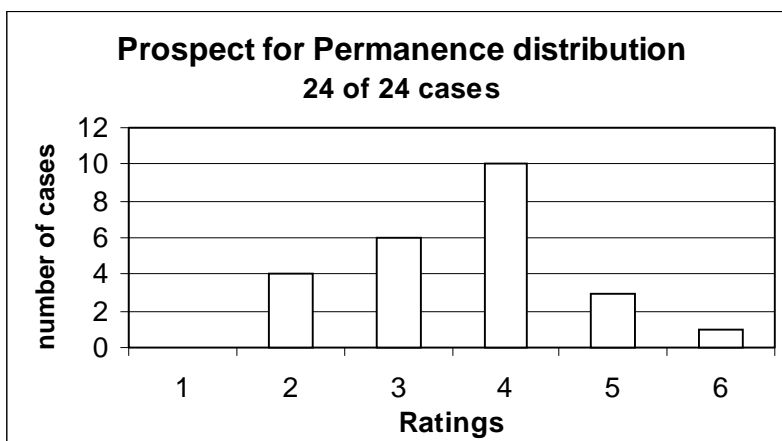
Findings: 92 % of cases were in the acceptable range (4-6).



Prospects for Permanence

Summative Questions: Is the child living in a home that the child, caregivers, and other stakeholders believe will endure until the child becomes independent? If not, is a permanency plan presently being implemented on a timely basis that will ensure that the child will live in a safe, appropriate, permanent home?

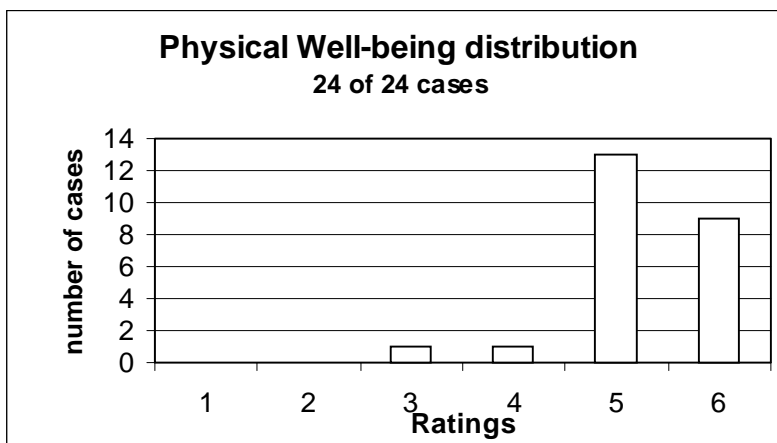
Findings: 54% of cases were within the acceptable range (4-6).



Health/Physical Well-Being

Summative Questions: Is the child in good health? Are the child's basic physical needs being met? Does the child have health care services, as needed?

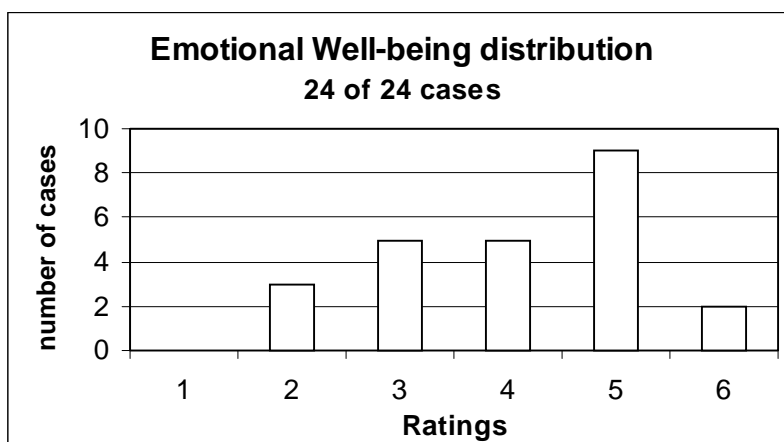
Findings: 96% of cases were within the acceptable range (4-6).



Emotional/Behavioral Well-Being

Summative Questions: Is the child doing well, emotionally and behaviorally? If not, is the child making reasonable progress toward stable and adequate functioning, emotionally and behaviorally, at home and school?

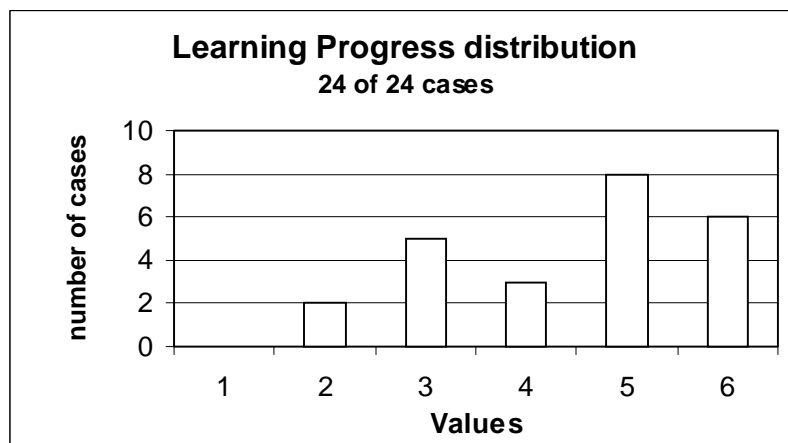
Findings: 67% of cases were within the acceptable range (4-6).



Learning Progress

Summative Question: (For children age five and older.) Is the child learning, progressing and gaining essential functional capabilities at a rate commensurate with his/ her age and ability?

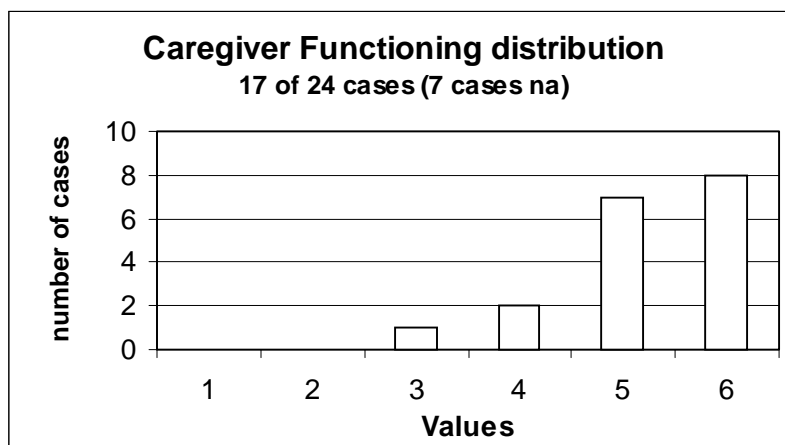
Findings: 71% of cases were within the acceptable range (4-6).



Caregiver Functioning

Summative Questions: Are the substitute caregivers, with whom the child is currently residing, willing and able to provide the child with the assistance, supervision, and support necessary for daily living? If added supports are required in the home to meet the needs of the child and assist the caregiver, are these supports meeting the need?

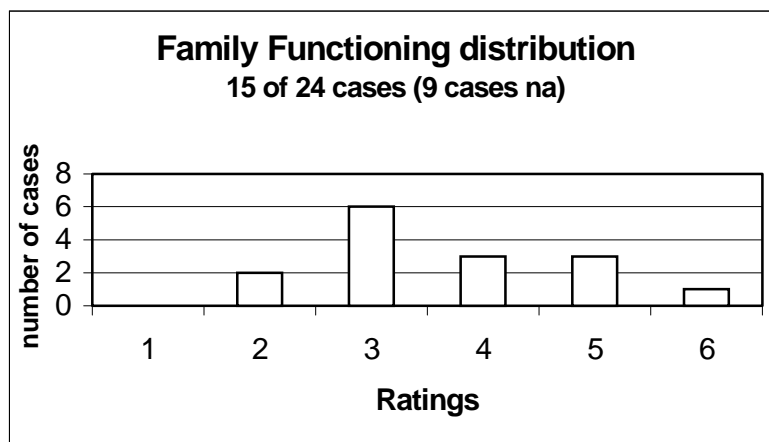
Findings: 94% of cases were within the acceptable range (4-6).



Family Functioning and Resourcefulness

Summative Questions: Does the family, with whom the child is currently residing or has a goal of reunification, have the capacity to take charge of its issues and situation, enabling them to live together safely and function successfully? Do family members take advantage of opportunities to develop and/or expand a reliable network of social and safety supports to help sustain family functioning and well-being? Is the family willing and able to provide the child with assistance, supervision, and support necessary for daily living?

Findings: 47% of cases were within the acceptable range (4-6).



Satisfaction

Summative Question: Are the child and primary caregiver satisfied with the supports and services they are receiving?

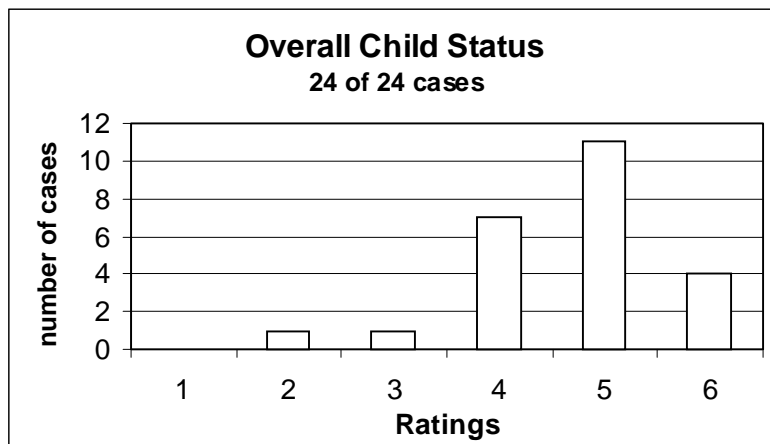
Findings: 79% of cases were within the acceptable range (4-6).



Overall Child Status

Summative Questions: Based on the Service Test findings determined for the Child Status Exams 1-11, how well is this child presently doing? Overall child status is considered acceptable when specified combinations and levels of examination findings are present. A special scoring procedure is used to determine Overall Child Status using a 6-point rating scale.

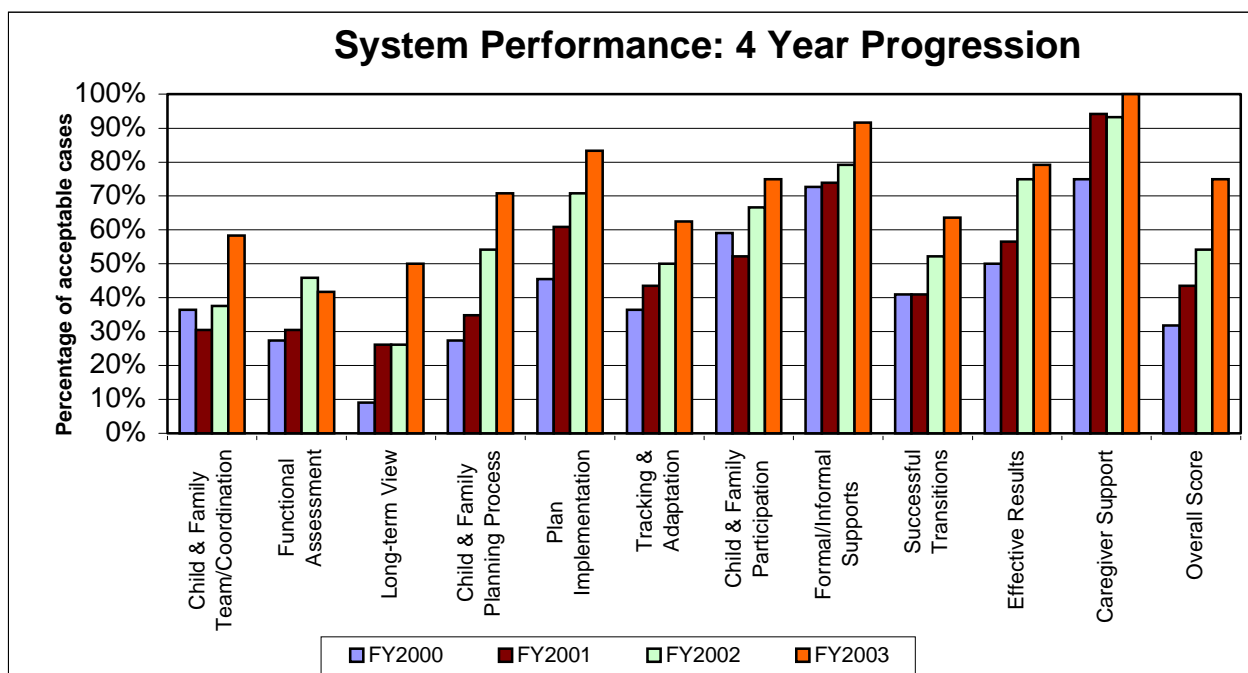
Findings: 92% of cases were within the acceptable range (4-6).



System Performance Indicators

Overall System

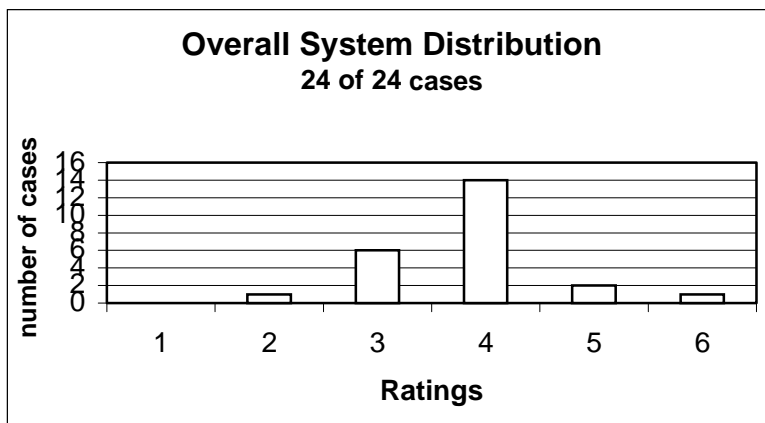
Western System Performance								
		# of cases			FY00	FY01	FY02	FY03
	# of cases	meeting	Exit Criteria 70% on Shaded indicators		Baseline			Current
	acceptable	improvement	Exit Criteria 85% on overall score		Scores			Scores
Child & Family Team/Coordination	14	10	<div><div></div></div> 53.3%		36.4%	30.4%	37.5%	58.3%
Functional Assessment	10	14	<div><div></div></div> 41.7%		27.3%	30.4%	45.8%	41.7%
Long-term View	12	12	<div><div></div></div> 50.0%		9.1%	26.1%	26.1%	50.0%
Child & Family Planning Process	17	7	<div><div></div></div> 70.8%		27.3%	34.8%	54.2%	70.8%
Plan Implementation	20	4	<div><div></div></div> 83.3%		45.5%	60.9%	70.8%	83.3%
Tracking & Adaptation	15	9	<div><div></div></div> 62.5%		36.4%	43.5%	50.0%	62.5%
Child & Family Participation	18	6	<div><div></div></div> 75.0%		59.1%	52.2%	66.7%	75.0%
Formal/Informal Supports	22	2	<div><div></div></div> 91.7%		72.7%	73.9%	79.2%	91.7%
Successful Transitions	14	8	<div><div></div></div> 68.6%		40.9%	40.9%	52.2%	63.6%
Effective Results	19	5	<div><div></div></div> 79.2%		50.0%	56.5%	75.0%	79.2%
Caregiver Support	17	0	<div><div></div></div> 100.0%		75.0%	94.1%	93.3%	100.0%
Overall Score	18	6	<div><div></div></div> 75.0%		31.8%	43.5%	54.2%	75.0%
			0% 20% 40% 60% 80% 100%					



Child/Family Participation

Summative Questions: Are family members (parents, grandparents, and stepparents) or substitute caregivers active participants in the process by which service decisions are made about the child and family? Are parents/caregivers partners in planning, providing, and monitoring supports and services for the child? Is the child actively participating in decisions made about his/her future?

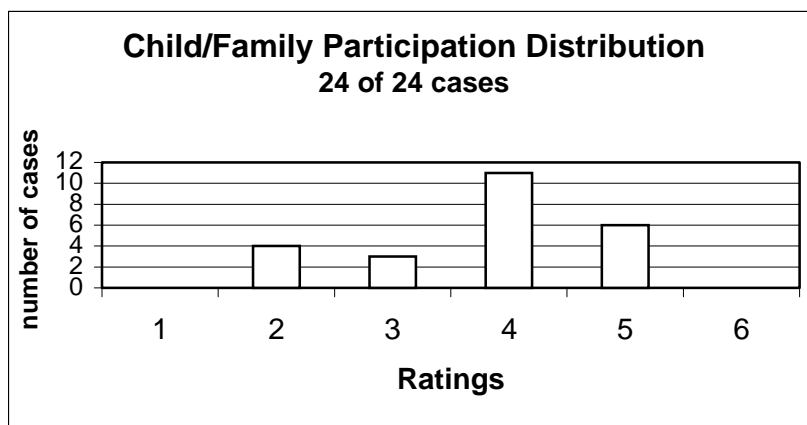
Findings: 75% of cases were within the acceptable range (4-6).



Child/Family Team and Team Coordination

Summative Questions: Do the people who provide services to the child/family function as a team? Do the actions of the team reflect a pattern of effective teamwork and collaboration that benefits the child and family? Is there effective coordination and continuity in the organization and provision of service across all interveners and service settings? Is there a single point of coordination and accountability for the assembly, delivery, and results of services provided for this child and family?

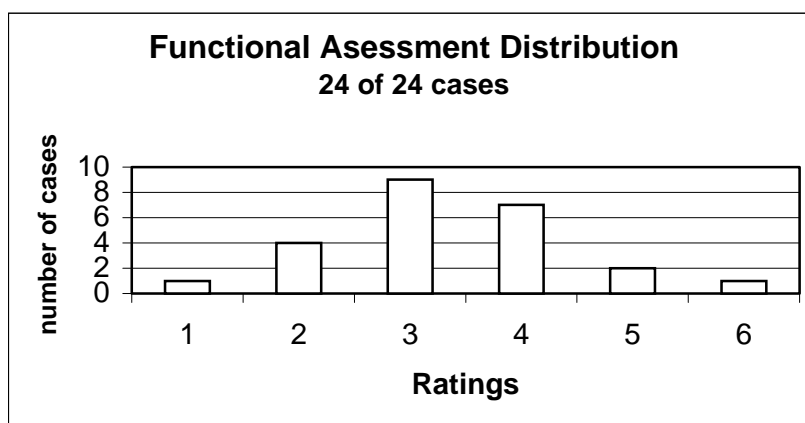
Findings: 58% of cases were within the acceptable range (4-6).



Functional Assessment

Summative Questions: Are the current, obvious and substantial strengths and needs of the child and family identified through existing assessments, both formal and informal, so that all interveners collectively have a “big picture” understanding of the child and family and how to provide effective services for them? Are the critical underlying issues identified that must be resolved for the child to live safely with his/her family independent of agency supervision or to obtain an independent and enduring home?

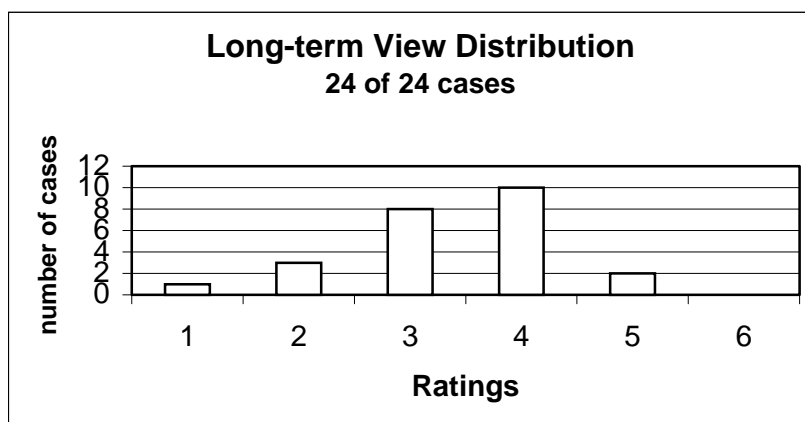
Findings: 42% of cases were within the acceptable range (4-6).



Long-Term View

Summative Questions: Is there an explicit plan for this child and family that should enable them to live safely without supervision from child welfare? Does the plan provide direction and support for making smooth transitions across settings, providers and levels of service?

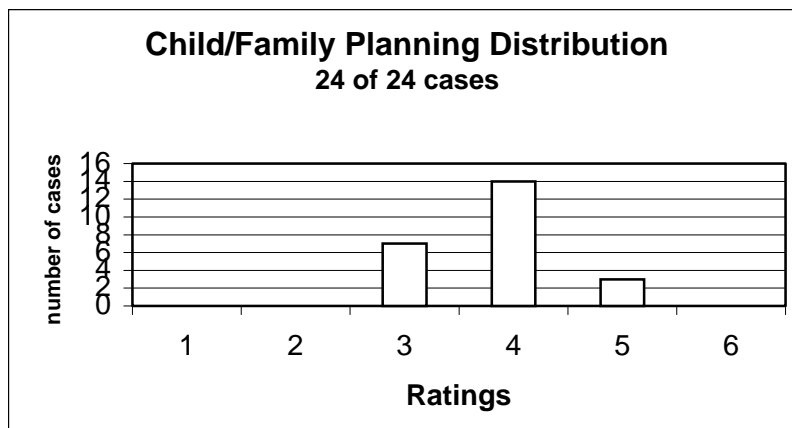
Findings: 50% of the cases were within the acceptable range (4-6).



Child and Family Planning Process

Summative Questions: Is the service plan (SP) individualized and relevant to needs and goals? Are supports, services and interventions assembled into a holistic and coherent service process that provides a mix of elements uniquely matched to the child/family's situation and preferences? Does the combination of supports and services fit the child and family's situation so as to maximize potential results and minimize conflicting strategies and inconveniences?

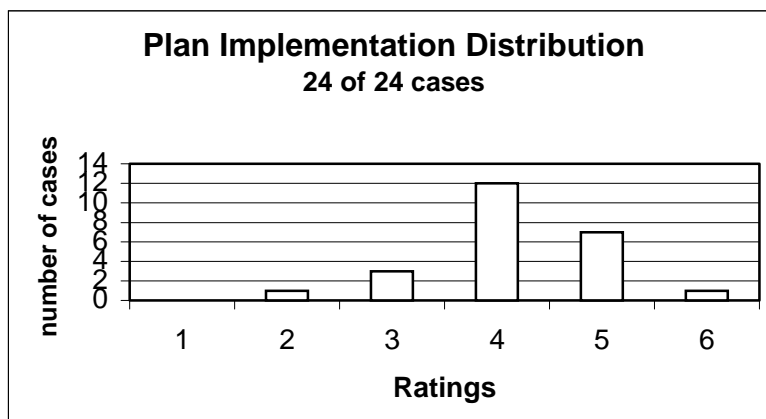
Findings: 71% of cases were within the acceptable range (4-6).



Plan Implementation

Summative Questions: Are the services and activities specified in the service plan for the child and family, 1) being implemented as planned, 2) delivered in a timely manner and 3) at an appropriate level of intensity? Are the necessary supports, services and resources available to the child and family to meet the needs identified in the SP?

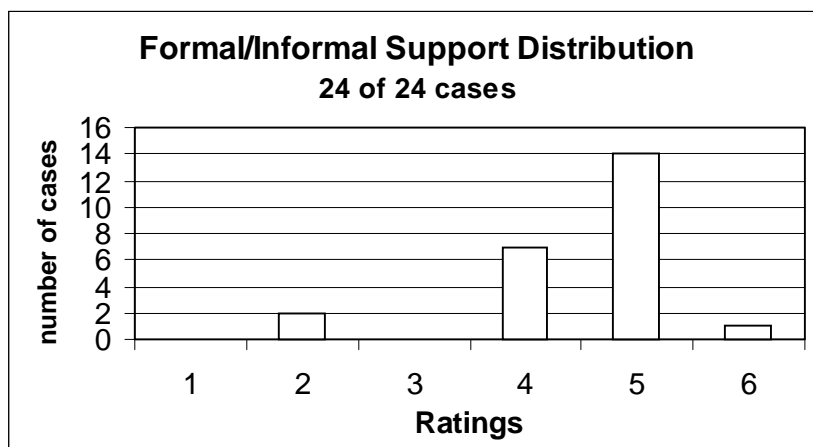
Findings: 83% of cases were within the acceptable range (4-6).



Formal/Informal Supports

Summative Questions: Is the available array of school, home and community supports and services provided adequate to assist the child and caregiver reach levels of functioning necessary for the child to make developmental and academic progress commensurate with age and ability?

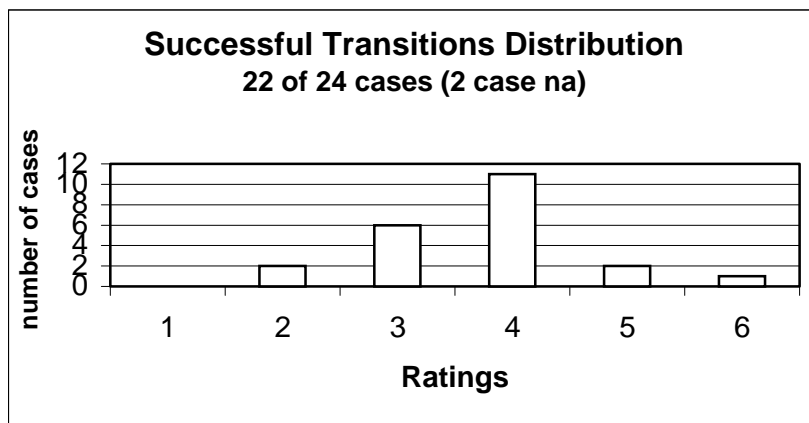
Findings: 92% of cases were within the acceptable range (4-6).



Successful Transitions

Summative Questions: Is the next age-appropriate placement transition for the child being planned and implemented to assure a timely, smooth and successful situation for the child after the change occurs? If the child is returning home and to school from a temporary placement in a treatment or detention setting, are transition arrangements being made to assure a smooth return and successful functioning in daily settings following the return?

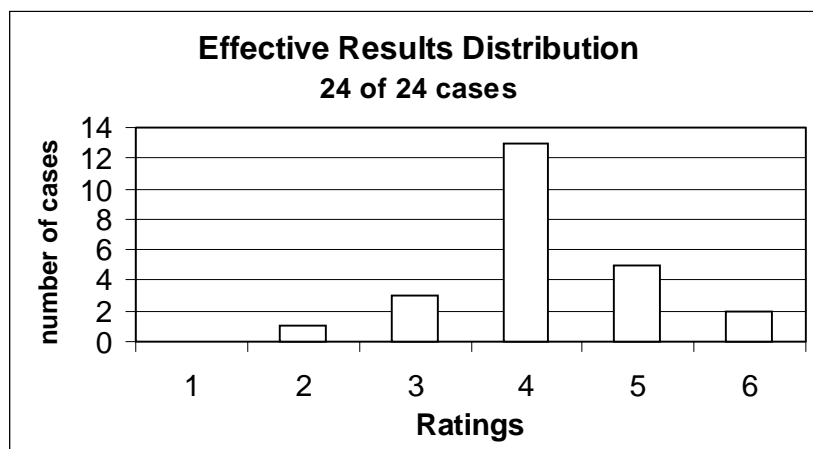
Findings: 64% of cases were within the acceptable range (4-6).



Effective Results

Summative Questions: Are planned education, therapies, services and supports resulting in improved functioning and achievement of desired outcomes for the child and caregiver that will enable the child to live in an enduring home without agency oversight?

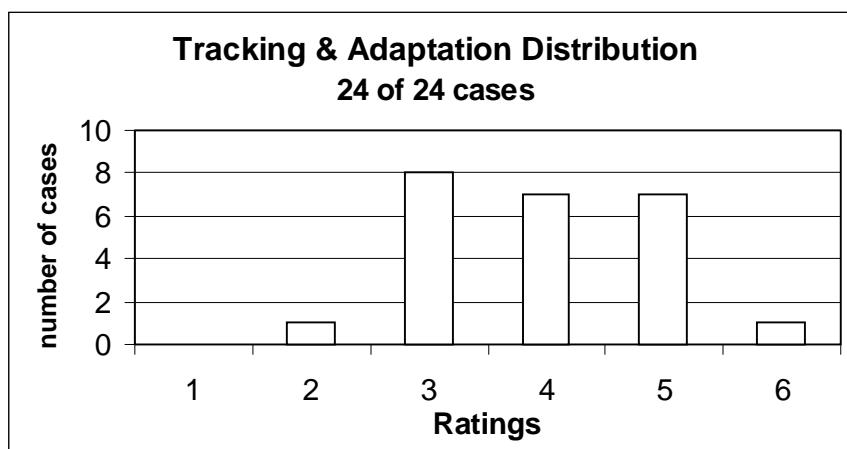
Findings: 79% of cases were within the acceptable range (4-6).



Tracking and Adaptation

Summative Questions: Are the child and caregiver's status, service process, and results routinely followed along and evaluated? Are services modified to respond to the changing needs of the child and caregiver and to apply knowledge gained about service efforts and results to create a self-correcting service process?

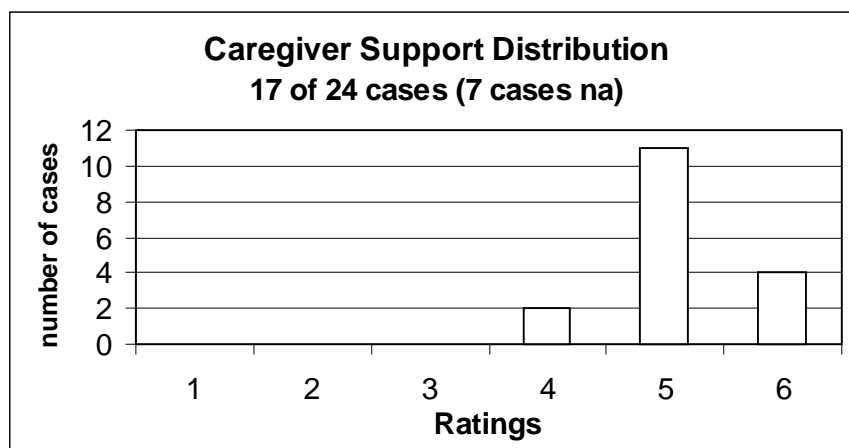
Findings: 63% of cases were within the acceptable range (4-6).



Caregiver Support

Summative Questions: Are substitute caregivers in the child's home receiving the training, assistance and supports necessary for them to perform essential parenting or caregiving functions for this child? Is the array of services provided adequate in variety, intensity and dependability to provide for caregiver choices and to enable caregivers to meet the needs of the child while maintaining the stability of the home?

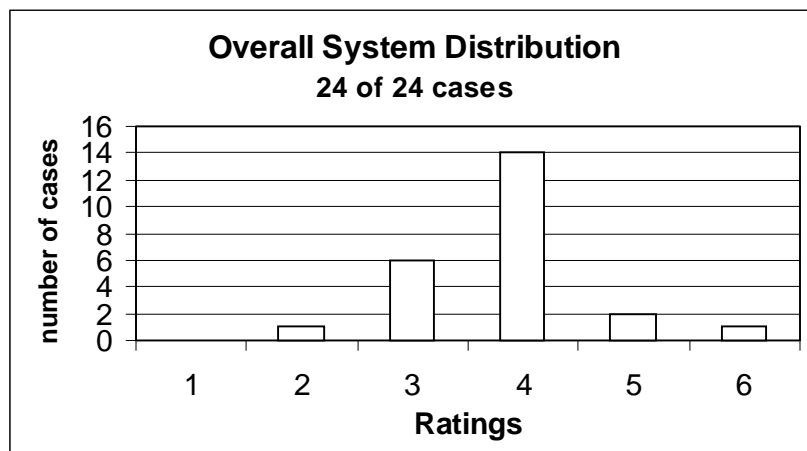
Findings: 100% of scores were in the acceptable range (4-6).



Overall System Performance

Summative Questions: Based on the Qualitative Case Review findings determined for System Performance exams 1-10, how well is the service system functioning for this child now? Overall system performance is considered acceptable when specified combinations and levels of examination findings are present. A special scoring procedure is used to determine Overall System Performance for a child.

Findings: 75% of cases were within the acceptable range (4-6).



Status Forecast

One additional measure of case status is the prognosis by the reviewer of the child and family's likely status in six months, given the current level of system performance. Reviewers respond to the question, "Where do you see this child in six months?" Of the cases reviewed, 54% were anticipated to be unchanged, 8% were expected to decline in status, and 38% were expected to improve.

Outcome Matrix--Overall Status of Child/Family

The display below presents a matrix analysis of the service testing time during the QCR. Each of the cells in the matrix shows the percent of children experiencing one of four possible outcomes:

- Outcome 1: child status acceptable, system performance acceptable
- Outcome 2: child status unacceptable, system performance acceptable
- Outcome 3: child status acceptable, system performance unacceptable
- Outcome 4: child status unacceptable, system performance unacceptable

Obviously, the desirable result is to have as many children in Outcome 1 as possible and as few in Outcome 4 as possible. It is fortunate that some children do well in spite of unacceptable system performance (Outcome 3). Experience suggests that these are, most often, either unusually resilient and resourceful children, or children who have some "champion" or advocate who protects them from the shortcomings of the system. Unfortunately, there may also be some children who, in spite of good system performance, do not do well (these children would fall in Outcome 2).

		Favorable Status of Child	Unfavorable Status of Child		
		Outcome 1	Outcome 2		
Acceptability of Service System Performance	Acceptable System Performance	Good status for the child, system performance presently acceptable. N=17 70.8%	Poor status for the child, system performance minimally acceptable but limited in reach or efficacy. N=0 0.0%	70.8%	
	Unacceptable System Performance	Good status for the child, system performance presently unacceptable. N=5 20.8%	Poor status for the child, system performance unacceptable. N=2 8.3%	29.2%	
		91.7%	8.3%		

Case Story Analysis

For each of the cases reviewed in the Western Region, the review team produced a narrative shortly after the review was completed. The story write-up contains a description of the findings, explaining from the reviewer's perspective what seems to be working in the system and what needs improvement. The narratives help explain the numerical results presented in the previous chapter by describing the circumstances of each case. Key practice issues identified are discussed below.

Summary of Case Specific Findings

Child and Family Status

Safety

Safety performance remained high for this region, which was at 100% for safety last year. Many scored score 5's or higher. The case that did not score acceptably on safety involved a youth placing herself at risk. Serious mental health problems were not sufficiently understood for control of safety.

Placement Appropriateness

At 92% acceptability, placement appropriateness is quite high. This is the third year in a row that scores have been above 90%. All but two of the children reviewed were living in family-based settings. The region does a good job in placing children in normalized environments.

Prospects for Permanence

Fifty-four percent of the cases had acceptable prospects for permanence. The region's difficulty with functional assessment and achieving a long-term view are major contributors to the low permanency scores. As one reviewer noted, "The major concern for (the child) is that there is neither a clear long-term view nor any clear plan for a permanency solution for (the child)." More analysis of these elements of permanency will be found in the system performance section.

Stability

At 75% acceptability, stability performance improved over last year's score of 63%. In one case with high stability and acceptable prospects for permanence, the reviewer stated, "Stability, prospects for permanence, emotional well-being, and caregiver satisfaction placed in the acceptable level due to the appropriate placement, delivery of services to the child in his placement and the commitment of the team to insure these factors are in place." Another case illustrates the harm caused by multiple placements: "Stability has been (and is) a substantial and continuing problem for (the youth). He has been in a number of placements within the past year, both in and out of the system. Many of the placement changes (disruptions) have represented some level of failure on the youth's part. This sense of failure has inhibited the progress that (the youth) could have experienced in his current living and learning settings."

Another wrote, “Additional factors negatively impacting the scores for stability and permanence are statements made by the therapist indicating that the placement was teetering on the brink of disruption and her expressed concern that the present caregivers do not have the capacity to care for (the youth) and manage her behaviors.” One of the case recommendations is to strengthen the functional assessment.

Emotional Well-Being

Emotional/behavioral well-being performance fell from 88% last year to 67% in the 2002-2003 review year. Insufficient functional assessment performance played a major role in the decline. For example, in a case with unacceptable emotional/behavioral well-being, one reviewer wrote, “The lack of a thorough understanding of the ‘big’ picture of (the youth’s) mental health is a point of concern in this case...her emotional status has deteriorated over the last couple of years, which negatively impacted the score for emotional well-being.”

System Performance

Service Team/Coordination

Performance in teaming and coordination improved from 38% last year to 58% in the current review period. Reviewers noted that family team conferences were occurring more regularly, although not uniformly in all cases. In a case where teaming worked well for the family, the reviewer described the following: “Another example of the team coming together to resolve a concern was in regard to (a youth), (the focus child’s) younger brother. At the time the frequency and consistency of the visits were affecting (the youth’s) behavior. Utilizing the expertise and input from (the youth’s) therapist, the team modified the visitation schedule and placing and increased emphasis on consistency. The team also discussed all aspects of the visitation plan including a crisis plan should visits need to be altered at the last minute. The plan produced the desired result in reducing the destructive behaviors that (the youth) was exhibiting.” This is an excellent example of using the team in the assessment and planning process.

In another case, the reviewer found significant problems with team functioning and wrote, “The team was developed without much input from the family. The meeting more closely resembled an agency staffing than a proper Child and Family Team meeting. The meeting in September was the first meeting in over a year. Partners related that they were told they needed to meet because of the review. The team does not hold a consistent view of what it will take for this family to exit Division services and when that will be.” The region still needs to overcome the notion that creating a team is just another compliance function, a view still held by some staff.

Another case illustrates the need for improving in teaming and coordination. The reviewer found, “In the reviewers’ opinions, one of the biggest factors contributing to unfavorable results is the weakness in child and family team coordination. Reviewers found there was a lack of coordination between Delta and Provo. Key information was not shared. For instance, the PAT

worker who is helping (the mother) recognize and help (the child) with developmental stages was not aware that (the child) was working with a speech therapist; the PAT worker also reported that she has not discussed what she is doing with the maternal grandparents, who she feels could help in monitoring (the child) and (mother's) interactions. Another example was that the therapist was unaware of (the mother's) current pregnancy." A well functioning team would help prevent such coordination and information sharing problems.

Functional Assessment

Functional assessment performance declined from 46% last year to 42% during the current review period. Written functional assessments were more frequently found in case records, but they were not sufficiently utilized as a basis for crafting service plans. Also, they were not frequently a team product as intended; rather they were likely to have been composed by the worker. Attention is needed to addressing the underlying needs of families. Reviewers noted several examples of these issues in case stories, as illustrated below.

"There is a functional assessment and a child and family plan in the file. Both are complete but quite shallow. More work could be done to look carefully at underlying needs and a clear long-term view."

"(The youth) apparently is still suffering from significant mental health issues, which are not clear at this time due to the lack of assessment material."

"A core concern of many members of the team is as one stated, 'we don't know if mom will ever get her act together.' The team's ability to address this question is hampered by the lack of a good functional assessment. For example, one team member had a 'sense that mom is low functioning mentally' and 'not able to do what is needed' while another stated the she is 'beginning to think mom is not willing' although she 'has the mental capacity and ability'."

Long-Term View

Fifty percent of cases reviewed scored acceptable on long-term view. Only 26% of cases scored acceptably last year, so this year's results represent an improvement. The system shares its struggle with this issue with other regions, suggesting that additional system-wide attention is needed. Causes include different perspectives within the team that are not resolved, lack of long-term thinking about the case, and insufficient functional assessment information. Case stories offer the following examples.

"The major concern for (the child) is that there is neither a clear long-term view nor any clear plan for a permanent solution for (the child). Each 'team member' has a little different view of where (the child) is heading."

"We found a widely diverse view held by the various team players. There was a wide range in the expectations of the family's progress and ability to exit from the system. Some members believe the family can exit the system in months; others don't see the family being ready to exit for years. There is not a commonly held consensus on how to get the family to that point."

“No assessment of the children’s needs was included. This impacted the long-term view in that the family’s vision of what it will require to function over time is not clearly defined. There was no clear plan for the family to transition to a life independent of system involvement and of successful function. The team, which existed at the time of case closure, did not meet and formalize their efforts to guarantee a smooth transition.”

In one case where a long-term view had been developed, the reviewer wrote, “The child and family team has played an integral part in planning for (the youth’s) future and each member interviewed consistently articulated the same long-term view for (the youth). The team has worked together to set specific goals for (the youth) to complete before transitioning into independent living which include maintaining a part-time job, demonstrating responsible money management skills, and completing her high school education.”

Child and Family Planning Process

Performance on child and family planning improved significantly, from 54% last year to 71% this year. Plans were more strengths focused and individualized than in the past. In one case with good overall performance, the reviewer wrote, “The child and family team is a strong functioning group. Team members feel like they are valued and listen to. Team is kept informed and takes part in decisions. The functional assessment is updated using the team and information from the mother. The plan is developed from the functional assessment. The great communication and networking with team members has helped to track and monitor the progress in the case. The caseworker is viewed by team members as the facilitator and the single point of contact. Team members state that the caseworker is always available and open. The child and family team meets often. The caseworker's ability to monitor the case has helped to keep everyone informed. This case has a great array of appropriate services.”

In a case where performance needed strengthening, the reviewer stated, “The substantial need of (the mother’s) literacy was not addressed in the planning process, nor were the recommendations from (the youth’s) assessment brought into the plan. (The mother’s) involvement seemed to be minimal and (the youth) was not involved in the process at all.”

It was apparent from one case that staff need more knowledge of the ICWA process. Under the “Factors Contributing to Unfavorable Results”, the reviewer noted, “One factor was the lack of understanding of ICWA guidelines. The AG stated that she depended upon the workers to keep her informed of the case as it relates to ICWA requirements. She felt they had followed guidelines until she spoke with the state ICWA specialist. She said she learned a few things she hadn’t realized. She also said that workers are not properly trained on how to handle an ICWA case.”

Tracking and Adaptation

Tracking and adaptation performance improved from 50% last year to 63% in the current review period. There is more attention to case progress and greater team involvement in the tracking process. In that regard, a reviewer found, “The great communication and networking with team

members has helped to track and monitor the progress in the case.” Another wrote, “The team has effectively tracked, adapted, and implemented the services needed to meet (the youth’s) needs. When it became evident that the team required additional assistance or input, new team members were added in order to increase the effectiveness of the team. For example, when (the youth) began working towards her goal of independent living and it became evident that additional input and assistance would be needed in order for (the youth) to successfully transition out of foster care, the WIA worker was added to the team.”

In a case where tracking and adaptation was not acceptable, the reviewers found, “This was an area where we found weakness in the case. Many of the concerns and objectives in this case had not been accomplished. The family has not demonstrated an ability to follow through and while there is just now at this point an effort to get a tracker to help the kids get off to school, there has still been a deficit with regard to (the youth’s) completion of the court-ordered class and community service hours. It seems as this has been left to the family and they have failed to accomplish this. We would have liked to have seen more efforts to focus on getting these objectives completed in this amount of time.” It is important for supervisors to be attentive as to whether tracking is occurring appropriately.

Child and Family Participation

Child and family participation improved from 67% to 75% this year. Families and children report feeling more involved in the team’s decision making and the plan development. One reviewer observed, “This mother reported in particular, the family’s satisfaction with the child and family team process and the outcomes realized from all parties being active participants to the planning process.” Another wrote of a youth, “(The youth) reported that she was satisfied with the services that she has received while in Division custody. She indicated that she is very supported by her therapist and caseworker. (The youth) feels that the team listens to her and that she is an active participant in the creation of her child and family plans.”

In a case where child and family involvement was lacking, the case story states, “(The youth) has not been involved in the planning process. He was not invited to the September team meeting. (The mother’s) participation was limited. She was told where and when to be there and was not invited to attend the entire meeting, but was invited into the meeting after a period of time. The caseworker stated that she had to do it this way because of the difficulty of arranging for all the members to be present.”

Successful Transitions

Successful outcomes for children and families are heavily dependent on anticipating and planning proactively for transitions that families will experience. The region made a gain from 52% acceptability to 64% acceptability in this area. One reviewer noted the contribution of supports by stating, “One of the strengths of this case is the broad array of services that have been brought to bear for this family. The family currently has a peer parent, a case manager, psychiatrist and therapists from Wasatch Mental Health, educational resources, and Workforce Services assistance in finding available assistance. In the past they have had many other

providers as well. The family also has the support of friends/tribal community members who have been a support and have also helped with providing transportation.”

In a case where transitional planning was insufficient, the reviewer found, “The lack of a formal transitional plan to deal with permanency issues and no clear long-term view that is shared by the child and family team (for example, some teams members report that permanency issues should have been dealt with months ago) have helped to slow down permanency.”

Formal and Informal Supports and Services

The scoring for formal and informal supports is high, at 92%. Generally, there was attention to both formal and informal supports. In one case however, recurrent system issues arose that continue to need attention. The reviewer stated, “Concern was shared by the reviewers, the caseworker, and the foster parent that (the youth’s) therapist is a student intern, not a licensed therapist skilled in sexual abuse treatment. This is apparently a common practice with the mental health provider approved for Medicaid foster clients. (The youth’s) first therapist was a male student who did not have any expertise in treating sexual abuse victims/perpetrators. In that student’s change at the end of courses, (the youth) now has a new student in charge of her therapy. This is offset by a very knowledgeable therapist who works with (the youth) in group therapy and provides clinical supervision to the intern. The new therapist is, fortunately, a female. Individual input is sought, but the therapists are unable to participate in the child and family team meetings, as there is no mechanism in place to reimburse for their time.”

Not uncommonly throughout the state, inexperienced student interns are used for counseling regarding complex and challenging needs, which they are not equipped to address. The Division is responsible for insuring that the therapeutic resources used for children and families are competent. The belief among therapists that they cannot be reimbursed for the time spent in family team meetings is also pervasive. Regional management staff have stated this should not be a problem. However, therapists often do not attend conferences because of this concern.

Exceptions to Scoring

In at least two case write-ups, the case story narratives raised concerns about weak and/or unacceptable system performance that were inconsistent with the acceptable ratings given in those categories on the score sheets. Serious practice problems were described in each case on issues like stability, permanence, assessment, long-term view, and planning. However, in several circumstances, status/performance in these areas were rated as acceptable. To date there has not been a satisfactory explanation received for the apparent conflict. For that reason, scores in this report are considered provisional until resolution is achieved.

VIII. Recommendations for Practice Improvement

At the conclusion of the week of case record reviews, the review team provides regional staff its impressions regarding practice development needs that were observed during the review. While these impressions do not have the benefit of an analysis of the aggregate scores of practice trends

in all cases, the feedback is useful in quickly interpreting what was learned. The feedback suggested the following practice needs and challenges:

Practice Development Opportunities

Team's Suggestions

- Strengthen the long-term view – provide examples.
- Guardian ad Litem's perspective different than the rest of the team – strategies for consensus.
- Understanding that the long-term view is more than agreement on the goal – staff need help in seeing how to get there.
- Think about transitions when closing cases.
- Use the team to plan for transitions.
- Do not let decision-making authority be ceded to a single team member, such as the therapist.
- Improve tracking in cases with of a large array of services.
- Tracking and adaptation need strengthening.
- Workers need a better understanding of ICWA.

System Barriers

- Little progress in reducing caseloads.
- Planning and functional assessment forms need attention to insure they maintain the flexibility inherent to the practice model.
- More specialized foster homes, such as homes for Native Americans, are needed.
- Rural areas need additional resources and a strategy to produce them.
- There are limits in the choice of providers.
- The legal process has delayed permanency in some cases.

Ideas for Improvement from the Region

- Provide clarity regarding functional assessments, such as examples.
- More flexible funding is needed.
- Continued mentoring, modeling, and coaching of workers is needed.
- Clarity about the long-term view is needed.

Recommendations

The following recommendations are those considered the most important to achieve first and most likely to yield prompt improvement.

Regional

- Staff are struggling with the issue of achieving a long-term view. Some see the establishment of the goal as having satisfied that requirement. They do not realize that an effective long-term view is informed by an accurate functional assessment, reflects the shared perspective of the team, and includes steps and strategies that are likely to lead to achievement of the goal. It is recommended that workers be provided with case examples of an effective long-term view.

- While there has been improvement in the anticipation of and planning around transitions, this is still not uniform practice. It is recommended that trainers/supervisors provide brief in-service training at the unit level on long-term view and transitions. Additionally, supervisors should monitor for the presence of long-term view and attention to transitions in record reviews and supervisory conferences.
- Tracking needs strengthening. The absence of follow-up on plan implementation has affected progress in a number of cases. Staff should enlist the assistance of the team in insuring that tracking/adaptation occurs by setting this expectation at initial team meetings and making the monitoring of progress a routine step in all team meetings.
- Conduct an in-service training for staff and Attorneys General on ICWA. If needed, request assistance from the Division's ICWA specialist.

System Issues

- Although it is not evident in the case stories, the region continues to have staff that have not completed all of the milestone training. Capacity should be built to permit all staff to be fully trained.
- Local staff have identified the need for and value of additional practice coaching and mentoring. The Division should provide additional structure and supports to the design of the mentoring program, including specific mentoring training.
- Additional flexible dollars are needed. Staff reported that their unit budgets had been reduced due to budget constraints. To permit individualized plans to be fully implemented, additional flexible funds should be secured for the region.
- Staff shortages due to unfilled vacancies were apparent during the review. Resources should be made available to permit vacancies to be promptly filled.
- The long-awaited modifications to SAFE that will make it compatible with the practice model need to be completed and implemented.
- There is a difference of opinion between some counseling/therapy providers and some Division staff regarding whether counselors can bill for time spent attending family team conferences. For that reason, some counselors do not attend, to the detriment of team functioning. The Division should resolve this issue and if attendance is reimbursable, clarify the policy for all staff and providers. If attendance cannot be reimbursed, mechanisms through Title XIX or with state dollars should be developed to permit attendance and reimbursement for the time involved.

IX. Appendix

Milestone Trend Indicators

1. Number and percent of Home-Based child clients who came into Out-of-Home care within 12 months of Home-Based case closure. (Data is pulled one year prior in order to look 12 months forward.)

	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	33	7%	40	8%	22	5%	18	4%	19	6%	18	4%	19	4%	27	6%	16	4%	15	4%
Salt Lake	49	8%	24	3%	39	5%	25	5%	23	4%	21	4%	27	5%	31	6%	37	6%	31	8%
Western	15	7%	17	7%	19	8%	18	7%	9	5%	3	2%	13	7%	2	1%	7	3%	7	5%
Eastern	10	7%	10	8%	9	6%	10	8%	6	3%	8	9%	2	2%	5	4%	4	4%	3	4%
Southwest	0	0%	4	5%	1	1%	1	1%	3	3%	5	9%	4	4%	8	11%	2	3%	0	0%
State	107	7%	95	5%	90	5%	72	5%	60	5%	55	4%	65	5%	74	5%	68	5%	56	4%

2. Number and percent of children in Out-of-Home care who were victims of substantiated allegations of abuse and neglect by Out-of-Home care parents, Out-of-Home care siblings, or residential staff.

	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	0	0.0%	1	0.2%	3	0.5%	1	0.2%	2	0.4%	8	1.6%	0	0.0%	4	0.2%	0	0.0%	1	0.26%
Salt Lake	3	0.2%	0	0.0%	3	0.2%	1	0.1%	5	0.4%	1	0.1%	1	0.1%	0	0.0%	3	0.3%	0	n/a
Western	0	0.0%	2	0.7%	0	0.0%	1	0.0%	0	0.0%	1	0.4%	0	0.0%	5	1.7%	0	0.0%	0	n/a
Eastern	0	0.0%	0	0.0%	0	0.0%	1	0.0%	1	0.4%	0	0.0%	2	1.2%	0	0.0%	2	0.8%	2	0.75%
Southwest	0	0.0%	0	0.0%	0	0.0%	1	0.8%	0	0.0%	3	1.9%	0	0.0%	0	0.0%	0	0.0%	0	n/a
State	3	0.1%	3	0.1%	6	0.2%	5	0.2%	8	0.3%	13	0.5%	3	0.1%	9	0.4%	5	0.2%	3	0.13%

3. Number and percent of substantiated child victims with a prior Home-Based or Out-of-Home care case within the last 12 months.

	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	66	9%	56	9%	50	8%	62	9%	49	8%	62	10%	47	8%	75	12%	57	8%	50	7%
Salt Lake	60	6%	93	8%	69	6%	64	5%	100	8%	69	5%	77	6%	118	9%	65	5%	74	6%
Western	23	8%	14	5%	29	8%	13	3%	27	8%	32	7%	28	8%	30	8%	33	8%	10	2%
Eastern	15	12%	10	6%	9	7%	9	6%	10	6%	18	11%	12	7%	22	14%	20	12%	20	9%
Southwest	14	6%	19	12%	9	4%	12	6%	9	5%	6	3%	11	5%	5	2%	3	1%	18	9%
State	178	8%	192	8%	166	7%	160	6%	194	7%	188	7%	175	7%	249	9%	177	6%	172	6%

4. Number and percent of substantiated child victims with a prior CPS substantiated allegation within the last 12 months.

	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	110	16%	95	16%	67	11%	93	14%	80	13%	88	14%	66	11%	108	17%	81	11%	88	13%
Salt Lake	119	11%	137	11%	148	12%	158	12%	191	14%	148	11%	147	12%	183	13%	159	13%	166	13%
Western	27	9%	38	13%	51	14%	46	12%	40	11%	35	8%	55	17%	58	15%	55	13%	66	14%
Eastern	24	19%	16	10%	10	8%	22	15%	13	8%	21	13%	33	19%	25	16%	20	12%	31	13%
Southwest	20	6%	17	10%	17	8%	22	12%	19	10%	17	9%	39	17%	23	10%	21	10%	27	14%
State	300	13%	303	13%	293	12%	341	13%	342	13%	310	11%	339	13%	403	14%	336	12%	380	13%

5. Number and percent of children in care for at least one year that attained permanency through case closure prior to 24 months of custody. (Data is pulled two years prior in order to look 24 months forward.)

	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	24	63%	17	65%	22	69%	30	60%	22	76%	16	47%	24	73%	26	65%	17	63%	12	43%
Salt Lake	55	53%	51	50%	53	58%	53	61%	72	62%	51	59%	40	53%	54	57%	52	68%	62	68%
Western	4	36%	6	67%	12	60%	17	77%	13	62%	10	59%	16	57%	6	43%	5	38%	13	62%
Eastern	6	32%	11	92%	6	40%	7	47%	6	40%	14	74%	7	50%	14	61%	9	56%	4	44%
Southwest	4	44%	3	60%	5	38%	1	33%	0	0%	9	69%	3	60%	1	13%	3	38%	4	36%
State	93	52%	88	57%	98	57%	108	61%	113	61%	100	59%	90	58%	101	56%	86	63%	95	59%

6. Number and percent of children who entered Out-of-Home care who attained permanency through custody termination within one year. (Data is pulled one year prior in order to look 12 months forward.)

	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	139	83%	115	77%	103	76%	102	71%	83	78%	107	79%	99	76%	88	75%	91	75%	62	72%
Salt Lake	265	70%	156	66%	113	60%	92	49%	88	54%	105	53%	93	53%	86	46%	107	60%	86	54%
Western	37	64%	27	61%	31	53%	43	75%	31	70%	34	62%	38	70%	35	76%	55	71%	57	73%
Eastern	38	72%	25	57%	21	60%	25	52%	31	66%	45	83%	35	67%	30	75%	29	71%	23	61%
Southwest	18	86%	18	58%	15	75%	24	75%	17	68%	18	62%	15	63%	13	62%	27	59%	19	61%
State	497	73%	341	68%	283	64%	286	61%	250	65%	309	66%	280	64%	255	62%	309	67%	247	63%

7. Number and percent of children with prior custody episodes within 6, 12, and 18 months.

		1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	Mos.	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	6	10	9%	10	8%	17	13%	18	15%	10	8%	10	12%	13	10%	10	6%	14	10%	9	8%
	12	13	12%	23	17%	24	18%	20	17%	13	11%	21	25%	17	13%	25	19%	20	14%	15	14%
	18	17	16%	24	8%	29	22%	25	21%	15	12%	21	25%	21	16%	27	21%	22	16%	17	16%
Salt Lake	6	6	4%	15	8%	10	6%	5	2%	8	5%	16	10%	10	5%	11	6%	14	9%	4	4%
	12	8	14%	23	12%	17	10%	21	12%	15	9%	23	14%	18	9%	13	7%	22	14%	5	5%
	18	14	9%	29	15%	20	11%	23	13%	16	9%	25	16%	22	11%	14	8%	23	15%	9	8%
Western	6	3	7%	1	2%	1	2%	4	9%	1	1%	6	8%	2	4%	2	3%	11	17%	1	2%
	12	3	7%	5	9%	2	4%	7	16%	2	3%	6	8%	3	5%	8	13%	14	21%	4	7%
	18	4	9%	6	11%	4	7%	7	16%	2	3%	10	13%	6	11%	8	13%	14	21%	4	7%
Eastern	6	6	13%	3	4%	2	4%	2	5%	6	12%	2	5%	3	6%	2	4%	4	9%	2	4%
	12	12	26%	4	7%	4	8%	3	8%	8	17%	5	13%	4	9%	4	13%	6	13%	9	2%
	18	13	28%	4	7%	6	12%	5	13%	8	17%	6	16%	5	11%	4	13%	6	12%	12	2%
Southwest	6	1	4%	3	10%	2	8%	1	5%	2	4%	0	0%	0	0%	2	4%	0	0%	1	5%
	12	1	4%	4	14%	3	12%	1	5%	2	4%	0	0%	1	3%	4	8%	1	8%	1	5%
	18	2	8%	4	14%	6	25%	2	9%	5	11%	1	3%	1	3%	4	8%	1	8%	3	1%
State	6	26	7%	32	7%	32	8%	30	7%	27	6%	34	9%	28	6%	25	6%	43	10%	17	5%
	12	37	10%	59	12%	50	12%	52	13%	40	8%	55	14%	43	9%	51	11%	63	15%	34	10%
	18	50	13%	67	14%	65	15%	62	15%	46	10%	63	16%	55	12%	54	12%	66	16%	45	13%

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8. Average months in care of cohorts in children in Out-of-Home care by goal, ethnicity, and sex. (Workers have 45 days to establish a goal and enter it in SAFE. Cases that were closed prior to a goal being established are not reported under this trend.)																				
	1st QT 2001	2nd QT 2001	3rd QT 2001	4th QT 2001	1st QT 2002	2nd QT 2002	3rd QT 2002	4th QT 2002	1st QT 2003	2nd QT 2003										
Adoption																				
Northern	18	19	24	18	14	20	13	19	18	14										
Salt Lake	19	31	23	26	21	26	24	25	23	16										
Western	21	17	19	18	10	9	6	20	16	26										
Eastern	34	26	0	41	17	15	18	14	16	10										
Southwest	7	15	16	24	11	20	17	13	11	21										
State	18	25	23	23	18	22	15	21	20	16										
Guardianship																				
Northern	22	19	27	3	0	12	8	9	6	18										
Salt Lake	18	14	21	22	23	19	16	29	23	18										
Western	59	20	5	42	10	3	68	15	26	11										
Eastern	16	6	14	0	0	13	0	53	32	60										
Southwest	17	0	0	6	5	48	0	2	13	11										
State	28	14	22	22	17	17	24	24	21	18										
Independent living																				
Northern	35	19	26	41	49	30	28	26	43	39										
Salt Lake	29	46	37	31	42	23	36	30	38	47										
Western	36	44	23	12	42	33	45	26	22	20										
Eastern	10	26	15	10	25	38	47	22	45	45										
Southwest	18	12	73	15	0	24	13	28	11	29										
State	30	36	33	26	43	27	37	27	37	41										
Individualized permanency plan																				
Northern	21	28	27	32	25	49	20	47	30	31										
Salt Lake	47	38	32	56	36	34	22	41	37	33										
Western	48	18	34	30	66	11	0	0	26	0										
Eastern	35	47	27	19	26	23	26	21	11	15										
Southwest	37	6	26	49	0	41	13	17	20	26										
State	41	33	30	38	36	33	22	37	32	29										
Return home																				
Northern	12	11	8	9	8	7	9	9	11	10										
Salt Lake	13	14	11	10	11	10	10	11	12	11										
Western	10	9	9	10	6	6	7	10	7	8										
Eastern	11	5	10	8	8	13	7	9	8	5										
Southwest	7	8	11	7	6	11	5	7	11	10										
State	12	11	10	9	9	9	9	10	11	9										

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Average length of stay of children in custody by ethnicity. (Data is average number of months.)

	1st QT 2001	2nd QT 2001	3rd QT 2001	4th QT 2001	1st QT 2002	2nd QT 2002	3rd Q 2002	4th QT 2002	1st QT 2003	2nd QT 2003									
African American																			
Northern	3	25	6	24	12	15	8	0	30	12									
Salt Lake	27	36	19	29	32	27	36	9	17	16									
Western	52	3	7	3	0	0	2	0	10	5									
Eastern	0	0	0	0	0	0	0	0	12	1									
Southwest	0	0	0	29	0	0	0	0	0	0									
State	19	55	20	25	30	21	15	9	18	14									
American Indian/Alaska Native																			
Northern	4	0	24	23	0	0	1	11	7	14									
Salt Lake	11	23	16	21	17	11	5	5	23	3									
Western	11	21	10	1	9	0	67	10	11	0									
Eastern	27	32	11	2	19	36	11	22	33	9									
Southwest	30	11	0	0	0	42	0	12	12	32									
State	21	28	10	16	17	20	17	15	19	14									
Asian																			
Northern	9	36	0	0	73	0	0	16	0	0									
Salt Lake	7	19	0	0	13	38	4	7	0	10									
Western	0	0	0	0	57	0	0	21	0	0									
Eastern	0	0	0	0	0	0	0	0	0	0									
Southwest	0	0	0	0	0	0	0	0	0	0									
State	6	26	0	0	31	38	4	13	0	10									
Caucasian																			
Northern	9	10	9	9	20	14	9	10	8	9									
Salt Lake	20	23	20	24	25	24	17	20	19	18									
Western	22	11	13	12	28	9	16	12	12	12									
Eastern	17	11	10	18	12	14	17	10	11	9									
Southwest	12	8	19	14	4	27	6	14	12	13									
State	21	22	21	17	21	19	13	14	14	13									
Hispanic																			
Northern	7	8	9	9	7	13	6	10	7	6									
Salt Lake	14	14	16	12	15	14	14	13	18	13									
Western	9	5	4	19	7	4	9	25	6	4									
Eastern	6	3	4	4	12	0	7	1	14	20									
Southwest	5	8	16	6	0	10	7	3	5	24									
State	11	10	14	11	12	12	10	12	11	9									
Other/Unknown																			
Northern	10	9	11	6	7	8	5	12	13	45									
Salt Lake	9	11	14	10	12	10	12	16	15	15									
Western	18	12	9	11	15	7	12	0	16	18									
Eastern	5	0	5	13	10	8	7	6	0	0									
Southwest	11	3	48	12	5	7	3	13	6	0									
State	14	9	9	9	10	9	9	14	14	18									

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Pacific Islander																				
Northern	0	31	0	16	0	0	0	0	0	0										
Salt Lake	17	18	4	8	0	12	3	10	21	11										
Western	0	0	0	0	0	0	0	0	1	16										
Eastern	0	38	0	0	0	0	0	0	0	10										
Southwest	0	0	0	0	0	0	0	18	0	0										
State	17	14	2	17	0	12	3	14	11	9										

Average number of months children in custody by sex

	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Northern	8	9	10	11	9	9	9	9	12	10	12	12	7	7	11	10	7	9	10	8
Salt Lake	16	16	22	18	17	18	17	20	21	17	16	17	14	15	16	17	18	19	14	16
Western	16	21	10	13	13	10	12	13	24	13	6	8	20	9	12	15	11	11	8	9
Eastern	21	9	21	8	8	9	10	15	10	13	12	16	12	12	11	13	15	15	4	16
Southwest	13	11	8	6	12	14	13	14	5	4	22	17	6	5	10	14	10	11	14	17
State	14	14	15	14	13	12	14	14	18	13	14	14	12	12	13	14	13	14	11	14

9. Percent of CPS investigations initiated within the time period mandated by state or local statute, regulation, or policy.

	Priority	1st QT 2001	2nd QT 2001	3rd QT 2001	4th QT 2001	1st QT 2002	2nd QT 2002	3rd QT 2002	4th QT 2002	1st QT 2003	2nd QT 2003									
Northern	1	100%	50%	100%	100%	100%	100%	100%	100%	n/a*	100%									
	2	92%	94%	88%	88%	89%	91%	92%	88%	88%	92%									
	3	75%	80%	82%	77%	72%	75%	72%	75%	73%	67%									
	4								74%	78%	83%									
Salt Lake	1	92%	93%	86%	87%	95%	91%	85%	81%	88%	90%									
	2	87%	92%	89%	88%	90%	91%	90%	91%	88%	89%									
	3	71%	71%	74%	73%	69%	69%	69%	70%	68%	71%									
	4								77%	74%	73%									
Western	1	100%	86%	100%	86%	96%	79%	90%	90%	97%	96%									
	2	87%	91%	88%	83%	89%	88%	90%	81%	74%	87%									
	3	58%	61%	65%	55%	55%	53%	56%	54%	57%	60%									
	4								61%	56%	62%									
Eastern	1	79%	80%	88%	79%	100%	100%	80%	67%	88%	93%									
	2	91%	85%	93%	89%	89%	96%	81%	85%	76%	87%									
	3	84%	87%	92%	93%	90%	90%	94%	91%	89%	88%									
	4								78%	95%	83%									
Southwest	1	95%	80%	100%	100%	100%	92%	64%	100%	100%	88%									
	2	90%	85%	88%	92%	91%	85%	90%	83%	87%	93%									
	3	75%	85%	87%	86%	88%	87%	87%	85%	84%	89%									
	4								93%	96%	98%									
State	1	93%	88%	92%	86%	96%	89%	82%	83%	91%	91%									
	2	89%	92%	89%	88%	90%	90%	90%	88%	86%	90%									
	3	70%	74%	77%	74%	71%	70%	71%	72%	70%	72%									
	4								75%	73%	75%									

*Northern had no priority 1 referrals in 1st quarter.

10. Percent of children experiencing fewer than three placement changes within an Out-of-Home care service episode.

	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	75	68%	87	62%	89	62%	106	75%	80	73%	76	73%	94	73%	92	73%	120	80%	76	70%
Salt Lake	109	46%	98	49%	85	45%	90	49%	89	46%	86	46%	107	53%	111	56%	110	50%	91	59%
Western	29	64%	28	49%	19	46%	45	67%	49	63%	47	78%	28	55%	36	68%	34	61%	51	71%
Eastern	32	64%	37	69%	33	73%	22	58%	32	61%	25	56%	27	68%	35	63%	28	65%	27	77%
Southwest	20	59%	15	54%	12	67%	8	42%	15	60%	11	46%	11	55%	17	74%	16	57%	12	38%
State	265	54%	265	55%	238	55%	271	60%	265	58%	245	58%	267	61%	291	64%	308	62%	258	64%

11. Number and percent of children in placement by order of restrictiveness. (Point-in-time: last day of the report period.)

	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Residential treatment																				
Northern	34	8%	29	7%	26	6%	27	7%	27	7%	32	8%	35	9%	35	9%	27	7%	28	7%
Salt Lake	99	9%	102	9%	101	9%	109	10%	110	10%	108	10%	122	12%	134	13%	122	13%	122	14%
Western	16	7%	21	10%	19	8%	18	8%	19	9%	23	10%	20	8%	88	8%	16	6%	19	7%
Eastern	19	9%	22	10%	23	10%	18	8%	21	10%	15	7%	20	9%	93	6%	15	7%	18	8%
Southwest	5	5%	6	6%	6	6%	4	4%	7	6%	11	8%	10	7%	52	5%	6	6%	6	6%
State	173	9%	180	9%	175	8%	176	9%	184	9%	189	9%	207	10%	209	10%	186	10%	193	10%
Group home																				
Northern	9	2%	9	2%	14	3%	8	2%	9	2%	9	2%	8	2%	11	3%	11	3%	16	4%
Salt Lake	63	6%	65	6%	58	5%	55	5%	53	5%	49	5%	52	5%	50	5%	58	6%	68	7%
Western	5	2%	8	4%	6	3%	7	3%	6	3%	8	4%	8	3%	7	3%	5	2%	5	2%
Eastern	4	2%	8	4%	6	3%	4	2%	5	2%	4	2%	5	2%	5	2%	6	3%	6	3%
Southwest	3	3%	3	3%	3	3%	2	2%	5	4%	3	2%	3	2%	3	2%	1	1%	2	2%
State	84	4%	93	4%	87	4%	76	4%	78	4%	73	4%	76	4%	76	4%	81	4%	97	5%
Treatment foster homes																				
Northern	111	25%	111	26%	115	27%	114	29%	117	29%	115	29%	123	30%	127	32%	130	33%	133	34%
Salt Lake	259	24%	238	22%	229	21%	211	20%	221	21%	49	20%	234	22%	239	23%	219	23%	223	25%
Western	60	27%	69	31%	86	37%	81	38%	67	31%	80	35%	79	33%	88	35%	93	34%	92	36%
Eastern	71	33%	68	31%	74	33%	76	34%	77	36%	73	36%	82	38%	93	44%	97	44%	89	39%
Southwest	32	34%	38	40%	38	40%	46	45%	55	46%	52	40%	55	38%	52	39%	52	44%	47	44%
State	533	26%	524	26%	542	26%	528	26%	537	27%	545	27%	573	28%	599	29%	591	30%	584	31%
Family foster home																				
Northern	236	54%	232	54%	231	55%	212	53%	233	57%	204	52%	214	52%	193	48%	182	47%	196	51%
Salt Lake	537	51%	574	53%	572	53%	572	54%	559	52%	531	54%	546	52%	505	49%	469	48%	428	47%
Western	133	60%	112	51%	113	48%	90	42%	106	50%	112	49%	131	54%	120	48%	137	50%	133	52%
Eastern	117	54%	114	53%	114	51%	122	54%	108	51%	112	55%	107	49%	100	47%	102	46%	120	52%
Southwest	50	53%	47	49%	47	50%	49	47%	47	38%	56	44%	67	47%	63	47%	39	33%	42	39%
State	1073	53%	1079	53%	1077	53%	1045	52%	1053	52%	1015	51%	1065	52%	981	48%	929	47%	919	48%

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Other		47	11%	50	12%	36	9%	41	11%	28	7%	36	9%	34	8%	39	10%	43	11%	20	5%
Northern	Salt Lake	109	10%	102	9%	117	11%	122	11%	132	12%	142	12%	99	9%	112	11%	107	11%	81	9%
Western	Eastern	3	2%	5	2%	7	3%	8	4%	5	5%	1	1%	4	2%	1	0%	1	0%	5	2%
Southwest	State	4	4%	1	1%	1	1%	4	4%	9	7%	9	7%	8	6%	10	7%	20	17%	10	9%
		172	9%	169	8%	171	9%	193	10%	189	9%	197	10%	150	7%	176	9%	194	10%	125	7%
12. Number and percent of all children younger than five years exiting custody in year who did not attain permanency within six months by closure reason.																					
	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Adoption final																					
Northern	Salt Lake	22	55%	35	69%	33	61%	21	50%	26	63%	38	70%	17	55%	29	56%	28	22%	26	67%
Western	Eastern	1	17%	9	64%	9	60%	10	71%	2	25%	1	25%	0	0%	8	73%	7	14%	4	50%
Southwest	State	0	0%	9	90%	2	50%	2	100%	3	38%	5	46%	2	40%	1	11%	1	30%	1	100%
		2	22%	3	50%	0	0%	1	25%	3	100%	4	67%	1	100%	4	67%	4	10%	7	88%
		39	48%	85	73%	56	60%	44	49%	45	58%	57	62%	33	58%	54	56%	58	73%	41	59%
Custody returned to parents																					
Northern	Salt Lake	13	33%	11	22%	16	30%	16	38%	12	29%	11	20%	11	35%	20	38%	6	14%	11	28%
Western	Eastern	5	83%	4	29%	1	7%	2	14%	4	50%	3	75%	3	100%	3	27%	4	9%	2	25%
Southwest	State	1	50%	1	10%	2	50%	0	0%	4	50%	5	46%	3	60%	1	11%	2	67%	0	0
		7	78%	1	17%	0	0%	2	50%	0	0%	2	33%	0	0%	2	33%	0	0%	1	13%
		35	43%	22	19%	26	28%	36	40%	27	35%	29	32%	21	37%	31	32%	19	24%	21	30%
Custody returned to relative/guardian																					
Northern	Salt Lake	4	10%	5	10%	5	9%	5	12%	3	7%	4	7%	3	10%	3	6%	1	3%	2	5%
Western	Eastern	0	0%	1	7%	5	33%	2	14%	2	25%	0	0%	0	0%	0	0%	0	0%	2	25%
Southwest	State	0	0%	0	0%	0	0%	0	0%	1	13%	0	0%	0	0%	6	67%	0	0%	0	0
		0	0%	2	33%	0	0%	1	25%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0
		5	6%	9	8%	12	13%	10	11%	6	8%	4	4%	3	5%	11	11%	1	1%	7	10%
Custody to foster parent																					
Northern	Salt Lake	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Western	Eastern	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Southwest	State	1	50%	0	0%	0	0%	0	0%	0	0%	1	9%	0	0%	1	11%	0	0%	0	0%
		0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
		1	1%	0	0%	0	0%	0	0%	0	0%	2	2%	0	0%	1	1%	2	3%	0	0%
Death																					
Northern	Salt Lake	1	3%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Western	Eastern	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Southwest	State	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
		1	1%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Western Region Report

13. Number and percent of all children exiting custody in year who did not attain permanency within six months by closure reason.																				
	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Adoption final																				
Northern	22	40%	38	50%	22	37%	24	35%	17	32%	22	41%	20	37%	24	43%	25	43%	8	14%
Salt Lake	29	17%	5	34%	45	32%	35	30%	38	28%	51	41%	22	18%	48	37%	46	30%	39	37%
Western	2	6%	13	34%	9	32%	14	35%	2	5%	4	19%	5	26%	11	31%	8	30%	7	21%
Eastern	1	4%	10	40%	2	12%	3	14%	5	17%	5	17%	2	10%	1	4%	1	5%	1	10%
Southwest	2	10%	4	24%	1	14%	3	21%	3	43%	7	35%	1	13%	4	29%	6	30%	12	41%
State	56	18%	70	37%	79	30%	79	31%	65	24%	89	36%	50	22%	88	33%	86	31%	67	29%
Emancipation																				
Northern	8	14%	9	12%	4	7%	5	7%	14	26%	5	9%	1	2%	11	20%	8	14%	5	9%
Salt Lake	26	15%	24	16%	13	10%	26	23%	20	15%	13	10%	25	20%	16	12%	30	19%	11	10%
Western	12	33%	4	11%	2	7%	3	8%	8	19%	3	14%	5	26%	6	17%	3	11%	3	9%
Eastern	4	15%	6	24%	4	24%	5	24%	4	14%	3	10%	3	14%	7	25%	7	37%	0	0%
Southwest	3	14%	1	6%	3	43%	1	7%	0	0%	2	10%	1	13%	2	14%	2	10%	2	7%
State	53	17%	44	14%	26	9%	40	16%	46	17%	26	11%	35	16%	42	16%	50	18%	21	9%
Returned to parents																				
Northern	18	31%	17	22%	21	36%	32	47%	17	32%	23	43%	20	37%	12	21%	23	39%	27	50%
Salt Lake	82	49%	47	32%	51	36%	42	37%	49	36%	42	34%	54	20%	48	37%	56	36%	37	35%
Western	13	36%	14	37%	5	18%	14	35%	16	37%	12	57%	6	32%	15	42%	10	37%	16	48%
Eastern	14	54%	4	16%	8	47%	7	33%	11	38%	15	52%	11	52%	9	32%	7	37%	2	20%
Southwest	15	71%	7	41%	2	29%	9	64%	4	57%	8	40%	4	50%	6	43%	10	50%	11	38%
State	142	46%	89	28%	87	34%	104	40%	97	36%	100	40%	95	42%	90	34%	106	38%	93	40%
Custody to relative/guardian																				
Northern	7	12%	6	8%	9	15%	4	5%	4	8%	1	2%	10	19%	6	11%	2	3%	11	20%
Salt Lake	13	8%	12	8%	14	10%	8	7%	20	15%	11	9%	16	13%	11	8%	9	6%	10	10%
Western	5	14%	6	16%	11	39%	8	20%	10	23%	2	10%	0	0%	2	6%	5	19%	6	18%
Eastern	2	8%	1	4%	3	18%	3	14%	7	24%	3	10%	1	5%	8	29%	3	16%	3	30%
Southwest	1	5%	5	29%	0	14%	1	7%	0	0%	1	5%	0	0%	0	0%	2	10%	3	10%
State	28	9%	30	10%	37	15%	24	9%	41	41%	18	7%	27	12%	27	10%	21	8%	33	14%
Custody to youth corrections																				
Northern	1	2%	4	5%	0	0%	3	4%	0	0%	0	0%	2	4%	2	4%	0	0%	1	2%
Salt Lake	12	7%	4	3%	10	7%	2	2%	6	4%	5	4%	2	2%	6	5%	4	3%	1	1%
Western	2	6%	0	0%	0	0%	1	3%	4	9%	0	0%	2	11%	1	3%	1	4%	0	0%
Eastern	3	12%	1	4%	0	0%	2	10%	1	4%	1	4%	2	10%	0	0%	1	5%	2	20%
Southwest	0	0%	0	0%	0	0%	0	0%	0	0%	1	5%	1	13%	1	8%	0	0%	1	3%
State	18	6%	9	3%	10	4%	8	3%	11	4%	7	3%	9	4%	10	4%	6	2%	5	2%
Custody to foster parent																				
Northern	1	2%	0	0%	0	0%	0	0%	1	2%	3	6%	1	2%	1	2%	1	2%	0	0%
Salt Lake	4	2%	8	5%	7	5%	2	2%	0	0%	3	2%	1	1%	0	0%	8	5%	5	5%
Western	2	6%	0	0%	0	0%	0	0%	3	7%	0	0%	1	5%	1	3%	0	0%	1	3%
Eastern	2	8%	3	12%	0	0%	1	5%	1	4%	1	4%	2	10%	3	11%	0	0%	2	20%
Southwest	0	0%	0	0%	0	0%	0	0%	0	0%	1	5%	0	0%	0	0%	0	0%	0	0%
State	9	3%	11	4%	7	3%	3	1%	5	2%	8	3%	5	2%	5	2%	9	3%	8	3%

Western Region Report

Death																				
Northern	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Salt Lake	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%
Western	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Eastern	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Southwest	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	7%	0	0%	0	0%
State	1	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2	1%	0	0%	0	0%
Non-petitional release																				
Northern	1	2%	0	0%	1	5%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2	4%
Salt Lake	0	0%	2	1%	1	1%	0	0%	4	3%	0	0%	3	3%	0	0%	0	0%	2	2%
Western	0	0%	1	3%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	1%	0	0%
Eastern	0	0%	0	0%	0	0%	0	0%	0	0%	1	4%	0	0%	0	0%	0	0%	0	0%
Southwest	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	13%	0	0%	0	0%	0	0%
State	1	0%	3	1%	2	2%	0	0%	4	2%	1	0%	4	2%	0	0%	0	0%	4	2%
Child ran away																				
Northern	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Salt Lake	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%
Western	0	0%	0	0%	1	4%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Eastern	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Southwest	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
State	0	0%	1	0%	1	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%
Voluntary custody terminated																				
Northern	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Salt Lake	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Western	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Eastern	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Southwest	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
State	1	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
14. Number and percent of children age 18 or older, exiting care by education level.																				
	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Attending school																				
Northern									3	23%	1	20%	1	100%	3	20%	1	13%	0	0%
Salt Lake									12	46%	7	41%	14	52%	12	60%	12	44%	6	50%
Western									1	14%	2	50%	2	33%	3	33%	4	57%	0	0%
Eastern									0	0%	0	0%	1	33%	0	0%	3	33%	0	0%
Southwest									0	0%	0	0%	0	0%	1	50%	0	0%	0	0%
State									16	31%	10	29%	18	46%	19	36%	20	65%	0	0%
Graduated																				
Northern									0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Salt Lake									3	12%	0	0%	0	0%	0	0%	0	0%	0	0%
Western									1	14%	0	0%	0	0%	0	0%	0	0%	0	0%
Eastern									0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Southwest									0	0%	0	0%	0	0%	1	50%	0	0%	0	0%
State									4	8%	0	0%	0	0%	1	2%	0	0%	0	0%

Western Region Report

Not in school*																				
Northern									1	8%	0	0%	0	0%	0	0%	0	0%	0	0%
Salt Lake									1	4%	0	0%	0	0%	0	0%	0	0%	0	0%
Western									0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Eastern									0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Southwest									0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
State									2	4%	0	0%	0	0%	0	0%	0	0%	0	0%

Data not entered in system

Northern									9	69%	4	80%	0	0%	13	87%	7	88%	7	100%
Salt Lake									10	38%	10	59%	13	48%	8	40%	15	56%	5	50%
Western									5	71%	2	50%	4	67%	6	67%	3	43%	3	100%
Eastern									5	100%	6	100%	2	67%	7	100%	7	78%	n/a	0%
Southwest									0	0%	3	100%	2	100%	0	0%	3	100%	2	100%
State									29	57%	25	71%	21	54%	34	64%	35	65%	17	77%

*Not in school means dropped out, suspended or expelled.

15. Number of children in custody who are legally freed for adoption and the percent who are placed in an adoptive home within six months. (Outcomes II.D.1)

	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern									25	56%	24	46%	29	52%	10	43%	8	40%	25	44%
Salt Lake									74	32%	59	22%	75	41%	24	33%	16	26%	52	12%
Western									2	0%	5	60%	5	60%	3	75%	2	67%	2	50%
Eastern									0	0%	1	0%	3	0%	1	25%	0	0%	5	40%
Southwest									8	88%	4	100%	4	75%	3	50%	7	88%	6	83%
State									109	41%	93	33%	116	45%	41	38%	33	34%	90	28%

16. Number and percent of adoption placements that disrupt before finalization.

	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	2	2%	1	1%	1	2%	1	2%	2	3.92%	1	2%	0	0%	2	4%	0	0%	3	8%
Salt Lake	6	4%	4	2%	1	1%	1	1%	0	0%	1	1%	0	0%	0	0%	0	0%	2	3%
Western	1	3%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	7%	0	0%	0	0%
Eastern	0	0%	0	0%	0	0%	0	0%	1	7.14%	0	0%	0	0%	0	0%	0	0%	0	0%
Southwest	0	0%	0	0%	0	0%	0	0%	1	1.09%	0	0%	0	0%	1	11%	0	0%	0	0%
State	9	3%	5	2%	2	1%	2	1%	4	2.27%	0	1%	0	0%	4	2%	0	0%	5	4%